

Qualification and Assessment Specification



NOCN Level 4 Certificate in Education and Training (QCF)

Qualification No: 601/0620/7

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Introduction

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with our centres for the benefit of learners across the country; with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantage of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This handbook is a resource for NOCN centres who wish to offer the NOCN Level 4 Certificate in Education and Training (QCF).

This qualification will replace the QCF *Level 3 Certificate in Teaching in the Lifelong Learning Sector* and the *Level 4 Certificate in Teaching in the Lifelong Learning Sector* qualifications (CTLLS) introduced in 2007 and updated in 2011.

This document does not provide general information about the suite of teaching qualifications being introduced from 2013 for the further education and skills sector. This is available in the separate LSIS guidance document *Teaching and Training Qualifications for the Further Education and Skills Sector in England (2013): Guidance for employers and practitioners (LSIS, 2013)*.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

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1. NOCN Level 4 Certificate in Education and Training (QCF)

The NOCN Level 4 Certificate in Education and Training (QCF) is designed to provide an introduction to teacher education. Learners will gain knowledge on the roles, responsibilities and relationships in education and training, inclusive teaching and learning approaches, facilitating learning and development with individuals or groups and the role of assessment in the teaching and learning process. Learners will have the opportunity to choose to study from a wide range of optional units to support specialist knowledge.

This qualification is suitable for learners **aged 19 years or over**.

The *Level 4 Certificate in Education and Training* prepares trainee teachers to teach in a wide range of contexts. It requires observation and assessment of performance.

It can meet the needs of a range of trainee teachers, including:

- individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements, requirements of the qualification;
- individuals who are currently teaching and training, including those who have just begun teaching and training, and who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification;
- individuals currently working as assessors who wish to achieve a teaching qualification.

Some units from the Learning and Development suite of qualifications may be achieved within this qualification. These units require practice to be assessed.

Links to other qualifications in the Education and Training suite

Individuals are not required to have achieved a *Level 3 Award in Education and Training* before undertaking a *Level 4 Certificate in Education and Training* or a *Level 5 Diploma in Education and Training*. However, some individuals undertaking a *Level 4 Certificate in Education and Training* may already have achieved a *Level 3 Award in Education and Training*.

The Level 3 unit *Understanding roles, responsibilities and relationships in education and training* is also a mandatory unit in the *Level 3 Award in Education and Training*. LSIS recommends that this unit be delivered before other units in both the Award and Certificate qualifications to support progression. For those achieving this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

Trainee teachers who have achieved the *Level 4 Certificate in Education and Training* and who are progressing to an AO-accredited *Level 5 Diploma in Education and Training* should have their prior achievement recognised. Recognition of prior learning (RPL) will apply between the mandatory credit from the Certificate and the unit *Teaching, learning and assessment in education and training* for the *Level 5 Diploma in Education and Training*. They should not be required to present further evidence other than that required

to demonstrate that their prior learning is at Level 4. All awarding organisations will implement this process.

Trainee teachers who have achieved the *Level 4 Certificate in Education and Training* and who are progressing to HEI-accredited qualifications at Level 5 or above may have their Level 4 credit recognised in line with that HEI's arrangements for the recognition of prior learning.

1.1. Entry Requirements

All trainee teachers joining this qualification programme must undertake an initial assessment of skills in English, mathematics and ICT. They must 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 must be reviewed and updated as required.

There are no other nationally agreed entry requirements.

1.2. Qualification Structure

The NOCN Level 4 Certificate in Education and Training (QCF) is a 36 credit qualification, 21 credits must be taken from Mandatory Group A and 15 credits from Optional Group B. All the units are listed below:

(A) Mandatory Units

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Understanding roles, responsibilities and relationships in education and training	3	3	M	H/505/0053
Delivering education and training	4	6	M	M/505/0122
Using resources for education and training	4	3	M	L/505/0127
Assessing learners in education and training	4	6	M	F/505/0125
Planning to meet the needs of learners in education and training	4	3	M	A/505/1189

(A) Optional Unit Group

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Assess occupational competence in the work environment	3	6	O	H/601/5314
Assess vocational skills, knowledge and understanding	3	6	O	F/601/5319
Develop and prepare resources for learning and development	4	6	O	A/502/9547
Develop learning and development programmes	4	6	O	M/502/9545
Engage learners in the learning and development process	3	6	O	F/502/9551
Engage with employers to develop and support learning provision	3	6	O	Y/502/9555
Engage with employers to facilitate workforce development	4	6	O	D/502/9556
Identify individual learning and development needs	3	3	O	K/502/9544
Identify the learning needs of organisations	4	6	O	H/502/9543
Internally assure the quality of assessment	4	6	O	A/601/5321
Manage learning and development in groups	4	6	O	A/502/9550
Understanding the principles and practices of externally assuring the quality of assessment	4	6	O	F/601/5322
Understanding the principles and practices of internally assuring the quality of assessment	4	6	O	T/601/5320
Analysing English language for literacy and language teaching	3	3	O	J/503/4850
Reading skills for literacy and language teaching	3	3	O	R/503/4852
Speaking and listening skills for literacy and language teaching	3	3	O	D/503/4854
Writing skills for literacy and language teaching	3	3	O	K/503/4856
Using mathematics: personal and public life	3	6	O	A/503/4859
Using mathematics: professional and vocational contexts	3	6	O	F/503/4863

Using mathematics: academic subjects	3	6	O	T/503/4861
Action learning to support development of subject specific pedagogy	5	15	O	M/503/5376
Action research	5	15	O	T/503/5380
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	3	6	O	F/505/0187
Delivering employability skills	4	6	O	M/505/1089
Developing, using and organising resources in a specialist area	5	15	O	H/505/1090
Effective partnership working in the learning and teaching context	4	15	O	Y/503/5310
Equality and diversity	4	6	O	Y/503/5789
Evaluating learning programmes	4	3	O	K/505/1091
Inclusive practice	4	15	O	L/503/5384
Preparing for the coaching role	4	3	O	J/505/0188
Preparing for the mentoring role	4	3	O	L/505/0189
Preparing for the personal tutoring role	4	3	O	T/505/1093
Principles and practice of lipreading teaching	4	12	O	L/504/0231
Specialist delivery techniques and activities	4	9	O	R/504/0229
Teaching in a specialist area	4	15	O	J/505/1096
Understanding and managing behaviours in a learning environment	4	6	O	Y/505/1099
Understanding and managing behaviours in a learning environment	5	6	O	L/505/1102
Working with the 14-19 age range in education and training	4	9	O	D/505/1105

1.3 Minimum Core requirements

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector. The minimum core document comprises three sections:

- Language and literacy
- Numeracy
- Information and communication technology (ICT).

Each of these sections comprises two parts:

- Part A – knowledge and understanding
- Part B – personal skills.

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the teaching qualifications. Details can be found in the document, *Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills. A guide for initial teacher education programmes (LLUK, 2007; updated LSIS, 2013)*.

Requirements for knowledge and understanding elements

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 mandatory units:

- *Planning to meet the needs of learners in education and training* (Level 4)
- *Delivering education and training* (Level 4)
- *Assessing learners in education and training* (Level 4)
- *Using resources for education and training* (Level 4).

Requirements for personal skills in English, mathematics and ICT elements

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. If trainees join the qualification programme having already completed a *Level 3 Award in Education and Training*, their record of development needs and any previous actions taken to address them should inform opportunities to continue to develop their skills as required by the appropriate minimum core elements.

Opportunities to develop these personal skills should be made available across the mandatory units as a minimum. LSIS supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as teachers.

1.4 Practice requirements

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

There is a requirement for a minimum of 30 hours of practice for this qualification. There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken which specify that purpose. However, where trainee teachers are working solely with individuals, a programme may also include support and preparation for working with groups.

LSIS recognises that an 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; and
- gaining subject-specialist knowledge through workplace mentoring.

LSIS supports any endeavour of ITE providers to ensure that trainee teachers 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 three observations totalling a minimum of three 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 half an hour.

Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress.

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 three observations of practice. The three observations must be linked to the following mandatory units:

- *Delivering education and training* (Level 4)
- *Assessing learners in education and training* (Level 4)
- *Using resources for education and training* (Level 4).

LSIS recommends that a holistic approach should be taken to observed and assessed practice so that each observation and assessment of practice enables trainee teachers to provide evidence for each of the three units identified above.

Note that to be eligible for the award of credit for any one of the above three units, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that meets the required standard of practice. To be eligible for the award of credit for all three units, a trainee teacher must be able to provide evidence of a minimum of three assessed observations of practice that meet the required standard of practice.

There are additional practice requirements, including observed and assessed practice, for some optional units taken from the Education and Training suite. These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units.

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

Transfer of practice

There is no transfer of practice, including observed and assessed practice, from a previously achieved *Level 3 Award in Education and Training*.

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

2. Centre Information

2.1 Offering the qualification

Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN Level 4 Certificate in Education and Training (QCF), please contact: business-enquiries@nocn.org.uk.

If you are ready to add the qualification to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to business-enquiries@nocn.org.uk for the attention of your Account and Sector Manager.

New Centres

If you are interested in offering the NOCN Level 4 Certificate in Education and Training (QCF), but do not currently offer any other NOCN qualifications, you will need to be recognised as an NOCN approved centre. This process includes:

- Confirmation that the organisation has an adequate infrastructure in place to support the effective delivery of NOCN qualifications.
- An agreement signed by the principal authority in the organisation confirming adherence to the specified terms and conditions. This safeguards the quality assurance standards, in relation to the delivery and assessment process.

If you would like more information about becoming an NOCN centre and offering this qualification please see 'New centres' under the 'Centres' section on our website www.nocn.org.uk or contact compliance@nocn.org.uk.

External Verification

Once recognised as a Centre, NOCN will allocate an External Verifier. The External Verifier will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

External Verifiers will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal moderators, learners and administrative staff.
- Sign off the Recommendation for the Award of Credit (RAC).

2.2 Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

Requirements for those delivering units and/or observing and assessing practice

All those delivering units and/or observing and assessing practice for the *Level 4 Certificate in Education and Training* should have **all of the following**:

- a teaching or training qualification¹;
- evidence of relevant teaching experience in an education or training context;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes.

¹ This does not include qualifications that only provide an introduction to teaching, for example, the *Level 3 Award in Education and Training* or the Level 3 or Level 4 PTLLS awards.

There are additional requirements for those who assess the Learning and Development units.

All those who assess these units must:

- 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 two 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:
 - *Level 3 Award in Assessing Competence in the Work Environment (QCF)*; or
 - *Level 3 Certificate in Assessing Vocational Achievement (QCF)*; or
 - *A1 Assess candidate performance using a range of methods*; or
 - *D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence*; and
- show current evidence of continuing professional development in assessment and quality assurance.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but they **cannot** carry out any verification on work that they have previously assessed.

Internal Verifier

Each centre must have internal verification policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

All those who are involved with the quality assurance of these qualifications internally must:

- 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:
 - *Level 3 Award in Assessing Competence in the Work Environment (QCF)*; or
 - *Level 3 Certificate in Assessing Vocational Achievement (QCF)*; or
 - *A1 Assess candidate performance using a range of methods*; or
 - *D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence*;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - *Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF)*; or
 - *Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)*; or
 - *V1 Conduct internal quality assurance of the assessment process*; or
 - *D34 Internally verify the assessment process*; and
- show current evidence of continuing professional development in assessment and quality assurance.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should encourage standardisation and sharing of good practice.

Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and verification.

3. Observation of Practice

3.1 Units that require assessed observations of practice

Assessed observations of practice are a vital component of the Education and Training suite of qualifications. All Level 4 and Level 5 qualifications in the suite of Education and Training qualifications include at least one mandatory unit of assessment for which, to be awarded credit, a trainee teacher must achieve at least one assessed observation of practice at the required standard.

The units where this applies are listed below.

Qualification	Unit(s) of assessment
Level 4 Certificate in Education and Training (QCF)	<ul style="list-style-type: none"> • Assessing learners in education and training • Delivering education and training • Using resources for education and training

3.2 Assessment criteria that can be met during assessed observations of practice

The units listed above include some assessment criteria that assess practical teaching skills and therefore require evidence of practice in order for trainee teachers to achieve the units. The assessment criteria that can be met during assessed observations of practice are highlighted in the following tables.

3.3 Units of assessment for the Level 4 Certificate of Education and Training (QCF)

Unit: Assessing learners in education and training

AC 1.3 Use types and methods of assessment to meet the individual needs of learners
 AC 1.4 Use peer and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning
 AC 1.5 Use questioning and feedback to contribute to the assessment process
 AC 2.1 Identify the internal and external assessment requirements and related procedures of learning programmes
 AC 2.2 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
 AC 2.3 Conduct assessments in line with internal and external requirements
 AC 2.4 Record the outcomes of assessment to meet internal and external requirements
 AC 2.5 Communicate assessment information to other professionals with an interest in learner achievement
 AC 3.2 Apply minimum core elements in assessing learners

Unit: Delivering education and training

AC 1.2 Create an inclusive teaching and learning environment
AC 1.3 Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements
AC 2.2 Use communication methods and media to meet individual learner needs
AC 2.3 Communicate with other learning professionals to meet individual learner needs and encourage progression
AC 3.2 Use technologies to enhance teaching and meet individual learner needs
AC 4.2 Apply minimum core elements in delivering inclusive teaching and learning

Unit: Planning to meet the needs of learners in education and training

AC 1.1 Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals
AC 1.2 Record learners' individual learning goals
AC 2.1 Devise a scheme of work in accordance with internal and external requirements
AC 2.2 Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements
AC3.2 Apply minimum core elements in planning inclusive teaching and learning

Note: Although no assessed observations are required for this unit, evidence for the assessment criteria highlighted above may be generated during assessed observations.

Unit: Using resources for education and training

AC 1.2 Use resources to promote equality, value diversity and meet the individual needs of learners
AC 1.3 Adapt resources to meet the individual needs of learners
AC 2.2 Apply minimum core elements when using resources for inclusive teaching and learning

3.4 General guidance on assessed observations of practice

Ofsted criteria and grading characteristics that can be used for assessed observations of practice

The **Initial Teacher Education (ITE) inspection handbook (Ofsted, 2012)** states that, for outcomes for trainee teachers to be judged as at a good level, their teaching should be predominantly good, with examples of outstanding teaching. When making judgements about trainee teachers' practice, inspectors often use as, a point of reference, the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the **Handbook for the inspection of further education and skills (Ofsted, 2012)**. The criteria identify key elements of teaching, learning and assessment against which inspectors make judgements. The grading characteristics identify key features of practice at different standards in relation to the criteria. These criteria and grading characteristics (which are listed below) should be used to identify the standard of practice required of trainees in assessed observations of practice.

Criteria

In judging the quality of teaching, learning and assessment, inspectors evaluate the extent to which:

- learners benefit from high expectations, engagement, care, support and motivation from staff;
- staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs;
- staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners;
- learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning;
- teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims;
- appropriate and timely information, advice and guidance support learning effectively;
- equality and diversity are promoted through teaching and learning.

Grading characteristics

Outstanding (grade 1)

- Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning sessions that may take place in a variety of locations, such as the classroom, workplace or wider community.
- All staff are highly adept at working with and developing skills and knowledge in learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.

Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.

- Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work.

- Appropriate and regular coursework contributes very well to learners' progress. High quality learning materials and resources including information and communication technology (ICT) are available and are used by staff and learners during and between learning and assessment sessions.
- Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest.
- The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.
- Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning and progression.

Good (grade 2)

- Teaching, learning and assessment are predominantly good, with examples of outstanding teaching. All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.
- Staff have high expectations of all learners. Staff in most curriculum and learning programme areas use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.
- Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities. Staff listen perceptively to, carefully observe, and skilfully question learners during learning sessions. Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills. Good use of resources, including ICT, and regular coursework contribute well to learners' progress.
- Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.
- The teaching of English, mathematics and functional skills is generally good. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.
- Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.

Requires improvement (grade 3)

- Teaching, learning and assessment require improvement and are not yet good. They result in most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.

There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners. Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most learners to work hard and achieve satisfactorily, and encourage them to make progress.

- Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.
- Staff monitor learners' work during learning sessions, set appropriate tasks and are capable of adjusting their plans to support learning. These adaptations are usually successful but occasionally are not timely or relevant, and this slows learning for some learners.
- Teaching strategies ensure that learners' individual needs are usually met. Staff deploy available additional support carefully, use available resources well and set appropriate coursework for learners.
- Learners are informed about the progress they are making and how to improve further through marking and dialogue with staff that is usually timely and encouraging. This approach ensures that most learners want to work hard and improve.
- The teaching of English, mathematics and functional skills is satisfactory overall.
- The promotion of equality and support for diversity in teaching and learning are satisfactory.
- Advice, guidance and support help to motivate learners to succeed in their learning and progress.

Inadequate (grade 4)

- Teaching, learning and assessment are likely to be inadequate where any of the following apply.
- As a result of weak teaching, learning and assessment over time, learners or groups of learners are making inadequate progress and have been unsuccessful in attaining their learning goals.
- Staff do not have sufficiently high expectations and, over time, teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.
- Staff lack expertise and the ability to promote learning.

- Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress.
- Teaching of English, mathematics and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, mathematics and language needs.
- Staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions.

Standard of practice required of trainee teachers in assessed observations

Assessed observations of practice should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. Trainee teachers will therefore be observed at different stages in their development during the programme. LSIS recognises that in the early stages of their development, some trainee teachers may not yet demonstrate the characteristics of good practice (grade 2) identified above.

As indicated previously, the **Initial Teacher Education inspection (ITE) handbook (Ofsted, 2012)** states that, for outcomes for trainee teachers to be judged as at a good level (grade 2), much of their teaching should be good, with examples of outstanding teaching. LSIS therefore recommends that all trainee teachers should be required to achieve a good standard of teaching by the end of their programme.

LSIS recommends that any assessed observations of practice demonstrating the characteristics of inadequate practice (grade 4) identified previously should not be included in the total number of assessed observations of practice required for any individual qualification. However, providers should record these observations and provide detailed developmental feedback to trainee teachers.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor trainee teachers' progress towards meeting developmental points and achieving a good standard of practice (grade 2) by the end of their programme.

LSIS requirements and recommendations for each qualification relate to observed and assessed practice in the mandatory units only. These are detailed below.

Level 4 Certificate in Education and Training (QCF)

The assessed observations of practice requirements are a minimum of three observations, totalling a minimum of three hours. Any single observation must be a minimum of half an hour.

LSIS recommends that at least one hour of observed and assessed practice in observations linked to the mandatory units should demonstrate grade 2 characteristics.

4. Unit Information

The NOCN Level 4 Certificate in Education and Training (QCF) consists of **five mandatory units and 38 optional** units which are detailed below.

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each unit undertaken. However a number of assessment criteria can be taught and assessed through one activity.

A copy of each of the units follows, with an indication of a scope of learning that would be required to cover the assessment criteria. This list is indicative, not exhaustive.

Assessments

NOCN has produced benchmark assessments for all the mandatory units. Centres should use these assessments with the learners although some contextualisation may be allowed following discussion with the External Verifier.

All assessments for the optional units must be devised by the centre. All assessments must be agreed and signed off by the External Verifier before use. These must be submitted to the External Verifier at least 15 working days before they are to be used with learners in case any changes are required.

Mandatory Units

4.1 Units

Unit Title	Understanding Roles, Responsibilities and Relationships in Education and Training
Ofqual unit reference number (code)	H/505/0053
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	3
GLH	12
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the teaching role and responsibilities in education and training.	1.1. Explain the teaching 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. Explain ways to promote equality and value diversity. 1.4. Explain why it is important to identify and meet individual learner needs.
2. Understand ways to maintain a safe and supportive learning environment.	2.1. Explain ways to maintain a safe and supportive learning environment. 2.2. Explain why it is important to promote appropriate behaviour and respect for others.
3. Understand the relationships between teachers and other professionals in education and training.	3.1. Explain how the teaching role involves working with other professionals. 3.2. Explain the boundaries between the teaching role and other professional roles. 3.3. Describe points of referral to meet the individual needs of learners.

Scope of learning for the unit

The purpose of this unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.

The unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.

The teaching should cover:

- The roles and responsibilities of different levels of teacher within education and training including associate lecturer, senior lecturer and assessor. The learner should be able to identify the difference in the roles and their responsibilities including those related to planning and delivering teaching and learning sessions, assessment of learning and record keeping.
- Key aspects of legislation, regulatory requirements and codes of practice, such as Ofsted requirements, the General Conditions of Recognition, examination codes of practice, Equality Act, Health and Safety legislation and safeguarding. The learners should be able to identify how they relate to their own role and responsibilities.
- The learners' role in promoting equality and valuing diversity within the classroom. The learner should be able to define equality and diversity and be able to give examples of how it can be embedded within teaching and learning. This may include the role of initial and diagnostic assessments, the use of learning styles assessments and also inclusive learning techniques. The learner should know the protected characteristics as defined within the Equality Act and explore case studies related to these to identify approaches to use in the classroom.
- Why it is important to identify and meet individual learners' needs. This could link back to the Equality Act and explore the issues which may arise if an inclusive approach to teaching and learning is not used. Teaching could include an analysis of barriers to learning and how to overcome them.
- The impact of bullying and harassment on learning and the implication for both learners and teachers if it is not addressed. This could include discussion around cyber-bullying. Learners should be aware of their role in supporting a safe learning environment and could role play how to deal with conflict and bullying. They should understand their responsibility to act as a role model in the classroom, modelling appropriate behaviour and language. Sessions could explore appropriate language to use in the classroom.
- An understanding of the roles of a variety of other professionals that are involved in the education and training sector. This may include, dependent on the part of the sector, learning support assistants, psychologists, speech therapists,

physiotherapists, assessors, advice and guidance workers, trainers or support workers. Learners should be aware of how the roles interlink with their own and the interdependencies between the professionals to ensure that the learners are able to fully engage with the teaching and learning process.

- The boundaries between the teaching role and those of other professionals, exploring where the role of one professional ends and how the teacher can support or refer to another professional to support the learner where required. The learners should know when and how to refer learners to another professional or team to meet the individual learners' needs.

Assessment Task

Written Report – The roles, responsibilities and boundaries of the teacher

This task assesses your understanding of the role, responsibilities and boundaries of the teacher in the light of the professional standards for the sector published by LSIS.

Referring to the professional standards and key aspects of legislation relating to the role of a teacher explain the role, responsibilities and boundaries of a teaching role within education and training.

You must ensure that all assessment criteria for the unit are met within your report.

Word limit: 1000 words

Unit Title	Delivering Education and Training
Ofqual unit reference number (code)	M/505/0122
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	24
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	<p>The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.</p> <p>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 one assessed observation of practice that has met the required standard of practice.</p>

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements.	1.1. Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners. 1.2. Create an inclusive teaching and learning environment. 1.3. Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements.
2. Be able to communicate with learners and other learning professionals to promote learning and progression.	2.1. Analyse benefits and limitations of communication methods and media used in own area of specialism. 2.2. Use communication methods and media to meet individual learner needs. 2.3. Communicate with other learning professionals to meet individual learner needs and encourage progression.
3. Be able to use technologies in delivering inclusive teaching and learning.	3.1. Analyse benefits and limitations of technologies used in own area of specialism. 3.2. Use technologies to enhance teaching and meet individual learner needs.
4. Be able to implement the	4.1. Analyse ways in which minimum core elements can be

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
minimum core when delivering inclusive teaching and learning.	demonstrated when delivering inclusive teaching and learning. 4.2. Apply minimum core elements in delivering inclusive teaching and learning.
5. Be able to evaluate own practice in delivering inclusive teaching and learning.	5.1. Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others. 5.2. Identify areas for improvement in own practice in meeting the individual needs of learners.

Scope of learning for the unit

- Learners should identify a range of teaching and learning approaches used in their own area of specialism. Discussions should explore how effective these approaches are in meeting the needs of all learners. Learners should be able to analyse how to identify the learners’ needs and how to adapt the approach used when it becomes clear that the learner(s) is not progressing. Teaching and learning approaches may include, for example, group and one to one work, project work, the use of discussion and collaborative work and the use of ICT.
- Learners should understand what an inclusive learning environment would look, sound and feel like. They should be able to identify key features and re-create these within their teaching practice. Observers should be able to see a clear demonstration of this within observed practice and lesson plans. Schemes of work need to reflect the approaches used, with justification for choice of approach where necessary. Care should be taken to identify the requirements of both the internal and external stakeholders in terms of promoting inclusive teaching and learning. Learners should be aware of the organisation’s access policy as well as relevant awarding organisations’ requirements, including the repercussions if they are not adhered to. They must be able to show how they can implement these policies in practice.
- Learners must be able to identify a range of communication methods and media used within their own area of specialism. They should be able to analyse the benefits and limitations of the different methods of communication, for example, identifying the limitations of the use of e-assessment or collaborative software in the workplace where access to internet may be limited. They should be able to explore the use of new media, including social media, in supporting teaching and learning. They must evaluate how communication methods and use of different media may need to be adapted to support individual learner needs. This may include analysis of the best method to use for learners with learning disability or physical disabilities. In addition to the use of technology to communicate, learners

should be aware of different styles of oral or written communication styles that can be used with learners and analyse the effectiveness of these in providing support for individual learners' needs. Learners must be able to demonstrate how they communicate with other professionals both internal to the organisation and external agencies, such as learning support workers, case workers, assessors, advice and guidance workers and job centre staff. They should be able to explain how communication can encourage learner progression both in study or everyday life.

- Learners must be able to use a variety of technologies within the teaching practice. This may include developing resources for a Moodle site or shared network, using an interactive whiteboard to deliver the teaching activities or producing interactive activities. They may use video or audio clips where relevant to the programme and individual learner needs or utilise collaborative software programmes or blogs to share ideas and to share ideas to complete activities. Learners must evaluate the benefits and limitations of these technologies, which may be limited by the specialism delivered.
- Learners should be able to identify opportunities to demonstrate the delivery of minimum core elements in their inclusive teaching and learning sessions. These elements should be explicitly included both within planning and within delivery. Opportunities for embedding maths, English and ICT should be analysed to maximise the development of learners' skills.
- Learners must be aware of how peer and learner review can improve their own practice and should use this feedback to develop further. Although this feedback could be sought through the completion of formal evaluation forms and written feedback, learners should be able to use informal feedback, such as taking note of the number of questions asked to clarify a task, progress made, effective completion of tasks etc. to be able to analyse the effectiveness of their own practice. They should produce an action plan, identifying areas to improve, how to do this and by when.

Assessment

The assessment task for this unit can be found at the end of the mandatory units. The assessments for three of the Level 4 mandatory units within the qualification are holistic and cover all three units. Assessment of the units must be in a teaching and learning environment.

Unit Title	Using Resources for Education and Training
Ofqual unit reference number (code)	L/505/0127
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	3
GLH	15
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	<p>The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.</p> <p>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 one assessed observation of practice that has met the required standard of practice.</p>

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use resources in the delivery of inclusive teaching and learning.	1.1. Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners. 1.2. Use resources to promote equality, value diversity and meet the individual needs of learners. 1.3. Adapt resources to meet the individual needs of learners.
2. Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning.	2.1. Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning. 2.2. Apply minimum core elements when using resources for inclusive teaching and learning.
3. Be able to evaluate own use of resources in the delivery of inclusive teaching and learning.	3.1. Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others. 3.2. Identify areas for improvement in own use of resources to meet the individual needs of learners.

Scope of learning for the unit

- Learners must be able to identify resources to use in the teaching and learning environment, evaluate their effectiveness in meeting the needs of individual learners and adapt them where necessary. Sample resources could be provided to widen the learners' understanding of the range of resources available. Learners could work in groups to identify ways of adapting the resources for specific needs, using case studies as a means of prompting the adaptations.
- Learners must have an understanding of the Equality Act and ensure that the resources that are used promote equality and value diversity. They should look at the language used and the resources themselves to ensure that they do not stereotype, discriminate or offend learners. For example, learners could identify where a resource may preclude someone with a learning difficulty accessing it because the level of language used is too high.
- Learners should be aware of the need to use plain English in written resources, of the impact that good layout within a written resource can support learners' understanding and they should be able to demonstrate an understanding of cultural differences and how they impact on the development and use of resources.
- Learners should be able to identify opportunities to demonstrate minimum core elements in the resources used in their inclusive teaching and learning sessions. These elements should be explicitly included both within planning and within the resource. Opportunities for embedding maths, English and ICT should be analysed to maximise the development of learners' skills.
- Learners must be aware of how peer and learner review can improve their own practice and should use this feedback to develop further. Although this feedback could be sought through the completion of formal evaluation forms and written feedback, learners should be able to use informal feedback, such as taking note of the number of questions asked to clarify a task, progress made, effective completion of tasks etc. to be able to analyse the effectiveness of their own practice. They should produce an action plan, identifying areas to improve, how to do this and by when.

Assessment

The assessment task for this unit can be found at the end of the mandatory units. The assessments for three of the Level 4 mandatory units within the qualification are holistic and cover all three units. Assessment of the units must be in a teaching and learning environment.

Unit Title	Assessing Learners in Education and Training
Ofqual unit reference number (code)	F/505/0125
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	24
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	<p>The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.</p> <p>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 one assessed observation of practice that has met the required standards of practice.</p>

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Be able to use types and methods of assessment to meet the needs of individual learners.</p>	<p>1.1. Explain the purposes of types of assessment used in education and training.</p> <p>1.2. Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners.</p> <p>1.3. Use types and methods of assessment to meet the individual needs of learners.</p> <p>1.4. Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning.</p> <p>1.5. Use questioning and feedback to contribute to the assessment process.</p>
<p>2. Be able to carry out assessments in accordance with internal and external requirements.</p>	<p>2.1. Identify the internal and external assessment requirements and related procedures of learning programmes.</p> <p>2.2. Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current.</p> <p>2.3. Conduct assessments in line with internal and external requirements.</p> <p>2.4. Record the outcomes of assessments to meet internal and external requirements.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	2.5. Communicate assessment information to other professionals with an interest in learner achievement.
3. Be able to implement the minimum core when assessing learners.	3.1. Analyse ways in which minimum core elements can be demonstrated in assessing learners. 3.2. Apply minimum core elements in assessing learners.
4. Be able to evaluate own assessment practice.	4.1. Review the effectiveness of own assessment practice, taking account of the views of learners and others. 4.2. Identify areas for improvement in own assessment practice.

Scope of learning for the unit

- Learners should know the different types of assessment used in education and training. They should be able to explain the learning cycle and how assessment plays an integral part in supporting the learner’s progress. Types of assessment include initial and diagnostic assessment, formative and summative. The learner should know the purpose of each and identify key features of them, evaluating the effectiveness of their use in terms of meeting individual learner needs. They should demonstrate the use of some of these types of assessment within the teaching practice.
- Learners must be able to distinguish between assessment types and assessment methods, understanding that assessment types are the style of assessment used for different purposes whereas the methods are the means of assessing such as through a project, worksheet, oral discussion, portfolio of evidence or making a product. Learners should understand that awarding organisations sometimes specify the assessment method to be used and the reasons why this is a mandatory requirement of a qualification or unit.
- Learners could analyse the learning outcomes and assessment criteria of a specific unit and identify assessment methods that could be used, where the awarding organisation does not specify the assessment method. Learners must understand the need for evidence to be valid, reliable, sufficient, authentic and current and explore the ways in which these requirements can be met. They may examine a portfolio of evidence and evaluate the effectiveness of the assessment methods used in ensuring that the assessment criteria are met.
- Learners must be able to use types and methods of assessment within the teaching and learning environment, ensuring that they meet the needs of individuals. Case studies could be used to support the development of these skills.

- Learners should understand the importance of peer- and self-assessment in evaluating the effectiveness of assessment types and methods used. They should understand that their learners need to feel some level of involvement in the assessment process and, where applicable, some personal responsibility in the assessment of their learning.
- Learners must understand the role of questioning and feedback in the assessment process. Learners should be able to identify and demonstrate the difference between open and closed questions and evaluate the benefits and limitations of each for specific assessment purposes. Questioning techniques should be explored, including the use of non-verbal cues in assessing the effectiveness of the. They should be able to demonstrate a range of questioning techniques in the teaching and learning environment.
- Learners must be able to conduct assessments in line with both internal and awarding organisation requirements, recording the outcomes in the relevant format. They should identify who will need to know the results of the assessment and why it is important to do so, recognising the need for confidentiality where applicable. They should demonstrate how to communicate with other professionals with an interest in learner achievement.
- Learners should be able to identify opportunities to demonstrate minimum core elements in the assessments used in their inclusive teaching and learning sessions. These elements should be explicitly included both within planning and within the assessment task. Opportunities for embedding maths, English and ICT should be analysed to maximise the development of learners' skills.
- Learners must be aware of how peer and learner review can improve their own practice and should use this feedback to develop further. Although this feedback could be sought through the completion of formal evaluation forms and written feedback, learners should be able to use informal feedback, such as taking note of the number of questions asked to clarify a task, progress made, effective completion of tasks etc. to be able to analyse the effectiveness of their own assessment practice. They should produce an action plan, identifying areas to improve, how to do this and by when.

Assessment

The assessment task for this unit can be found at the end of the mandatory units. The assessments for three of the Level 4 mandatory units within the qualification are holistic and cover all three units. Assessment of the units must be in a teaching and learning environment.

Unit Title	Planning to Meet the Needs of Learners in Education and Training
Ofqual unit reference number (code)	A/505/1189
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	3
GLH	15
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use initial and diagnostic assessment to agree individual learning goals with learners.	1.1. Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals. 1.2. Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners. 1.3. Record learners' individual learning goals.
2. Be able to plan inclusive teaching and learning in accordance with internal and external requirements.	2.1. Devise a scheme of work in accordance with internal and external requirements. 2.2. Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements. 2.3. Explain how own planning meets the individual needs of learners. 2.4. Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners. 2.5. Identify opportunities for learners to provide feedback to inform inclusive practice.
3. Be able to implement the minimum core in planning inclusive teaching and learning.	3.1. Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning. 3.2. Apply minimum core elements in planning inclusive teaching and learning.
4. Be able to evaluate own practice when planning inclusive teaching and learning.	4.1. Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others. 4.2. Identify areas for improvement in own planning to meet the

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	individual needs of learners.

Scope of learning for the unit

- Learners should be aware of different types of initial and diagnostic assessment and explore the benefits and limitations of different products. They should be able to analyse the role of initial and diagnostic assessment in agreeing individual learning goals and use the assessments to agree individual learning goals. Learners should be able to set SMART (specific, measurable, achievable, realistic and timebound) learning goals. They should be able to set short, medium and long term targets, using the relevant methods of recording the learners’ individual goals.
- Learners should be able to identify the key features of schemes of work. They should design schemes of work that meet both internal and external requirements. Learners should be aware of Ofsted’s expectation and case studies identifying good practice in planning and evaluate their own planning in the light of Ofsted’s reviews and case studies.
- Learners must produce their own teaching and learning plans to meet the aims and individual needs of all learners and curriculum requirements. They should understand the difference between aims and objectives and be able to set aims and objectives that are SMART. They should be able to explain how their planning has been structured to meet all learners’ needs and how adaptations can be made to their planning to meet individual needs. They could be presented with case studies and sample lesson plans so that they can practice adapting the planning documentation. The Department for Education, Ofsted and the Excellence Gateway all have good practice resources and learners should be guided towards the use of case studies and good practice guides to inform their own progress.
- Learners should understand the importance of the role of their learners in providing feedback to support and inform inclusive practice.
- Learners should be able to identify opportunities to demonstrate minimum core elements in the planning used for their inclusive teaching and learning sessions. These elements should be explicitly included both within planning and within the teaching and learning. Opportunities for embedding maths, English and ICT should be analysed to maximise the development of learners’ skills.
- Learners must be aware of how peer and learner review can improve their own practice and should use this feedback to develop further. Although this feedback could be sought through the completion of formal evaluation forms and written feedback, learners should be able to use informal feedback, such as taking note of the number of questions asked to clarify a task, progress made, effective

completion of tasks etc. to be able to analyse the effectiveness of their own planning practice. They should produce an action plan, identifying areas to improve, how to do this and by when.

Assessment

Part 1

Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals. Identify the assessment methods in your organisation and discuss the benefits and limitations of them. Use methods of initial and diagnostic assessment and explain how you have used them to negotiate and agree learning goals with learners. Record the results of initial and diagnostic assessment and individual learning goals according to your organisation's requirements.

Include a copy of two learners' learning goals and assessment records.
500 words

Part 2

Devise a scheme of work and teaching plans (these may be cross referenced to your teaching practice file) to meet the aims and individual needs of all learners and curriculum requirements.

Explain how the planning meets the individual needs of learners and how the teaching and learning plans can be adapted where required to meet learners' needs. Analyse how feedback from learners can inform your inclusive practice and identify opportunities in your planning where learners can provide you with feedback.
500 words

Part 3

Analyse how the minimum core elements can be demonstrated in planning inclusive teaching and learning sessions. Provide an example to explain how you have applied minimum core elements in planning inclusive teaching and learning.
500 words

Part 4

Reflect on your own practice, analysing the effectiveness of the planning in supporting the individual needs of learners taking into account feedback and the views of learners and others.
500 words

Teaching Practice File Assessment

This task covers the requirements for the Teaching Practice file for the following units:

- Delivering Education and Training
- Using Resources for Education and Training
- Assessing Learners in Education and Training

Learners must complete and evidence 30 hours of teaching practice. There must be a minimum of three observations totalling a minimum of three 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 half an hour. Records of the observations must be included in the Teaching Practice file. At least one of the assessments must reach the Ofsted recommended standard of a good lesson. Each observation and assessment of practice must provide evidence for all three units.

Task

Produce a teaching practice file to evidence 30 hours of teaching practice. Your teaching practice file will include:

- observation records
- scheme of work
- lesson plans
- resources
- records of learner assessment and tracking
- evidence of 30 hours of teaching practice.

You must:

- Explain and justify your choice of teaching and learning approaches to meet individual learners' needs including the use of:
 - Different communication methods and media
 - Technologies
 - Resources.
- Analyse the benefits and limitations of your choices in meeting individual learners' needs.
- Explain how you will take account of the views and feedback from learners to inform inclusive practice.
- Provide adaptations of resources to promote equality and value diversity of individual learner needs.

- Discuss how you communicate with other professionals to meet individual learner needs and to encourage progression.
- Analyse how the minimum core elements can be demonstrated when delivering inclusive teaching and learning sessions including through the use of resources and assessment activities.
- Reflect on your own practice, analysing the effectiveness of the approaches or resources you used in supporting the individual needs of learners whilst meeting internal and external requirements around assessment, use of resources and the planning and delivery of teaching and learning.
- Reflect on the feedback given by your assessor on your teaching and identify areas for improvement in your own inclusive practice.
- Ensure that all the assessment criteria for the three units are met within the teaching practice file.

Optional Units

Unit Title	Assess Occupational Competence in the Work Environment
Ofqual unit reference number (code)	H/601/5314
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	6
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	<p>Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be performance evidence for the following assessment methods:</p> <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner <p>Simulations are not allowed.</p> <p>Other forms of evidence will be acceptable for the remaining assessment methods:</p> <ul style="list-style-type: none"> • discussing with the learner • use of others (witness testimony) • looking at learner statements <p>recognising prior learning.</p>

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan the assessment of occupational competence.	<p>1.1. Plan assessment of occupational competence based on the following methods:</p> <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning. <p>1.2. Communicate the purpose, requirements and processes of assessing occupational competence to the learner.</p> <p>1.3. Plan the assessment of occupational competence to</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	address learner needs and current achievements. 1.4. Identify opportunities for holistic assessment.
2. Be able to make assessment decisions about occupational competence.	2.1. Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> • observation of performance • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning. 2.2. Make assessment decisions of occupational competence against specified criteria. 2.3. Follow standardisation procedures. 2.4. Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression.
3. Be able to provide required information following the assessment of occupational competence.	3.1. Maintain records of the assessment of occupational competence, its outcomes and learner progress. 3.2. Make assessment information available to authorised colleagues. 3.3. Follow procedures to maintain the confidentiality of assessment information.
4. Be able to maintain legal and good practice requirements when assessing occupational competence.	4.1. Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare. 4.2. Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence. 4.3. Evaluate own work in carrying out assessments of occupational competence. 4.4. Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence.

Scope of learning for the unit

This unit requires the learner to undertake a work placement. All evidence must be drawn from activities within the work environment.

Teaching should cover:

- Different methods of assessment used to assess occupational competence with an understanding of the best method to use for the situation and needs of the learner.
- What holistic assessment is and why it is desirable to undertake holistic assessment when possible.
- How to ensure assessment is valid, fair and reliable and is clearly related to specific criteria.
- What standardisation can consist of and its importance in the quality assurance process.
- Different types of feedback, both from the teaching and the learning perspective including the role of peer feedback where applicable.
- The role of feedback in supporting progression.
- Why record keeping is important in the assessment cycle and in supporting learner process.
- Confidentiality as related to assessment information.
- Identifying relevant policies, procedures and legislation relevant to assessing occupational competence, with an understanding of how they impact on own practice.
- Equality and Diversity and how to apply the requirements of the Equality Act when assessing occupational competence.
- Plan, do, review cycle and how evaluation of own performance can support own developmental needs and the currency of own expertise and competence.

Unit Title	Assess Vocational Skills, Knowledge and Understanding
Ofqual unit reference number (code)	F/601/5319
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	6
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	<p>Evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:</p> <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning <p>Other forms of evidence will be acceptable for the remaining assessment methods.</p>

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare assessments of vocational skills, knowledge and understanding.	<p>1.1. Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:</p> <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning. <p>1.2. Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	1.3. Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners.
2. Be able to carry out assessments of vocational skills, knowledge and understanding.	2.1. Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements. 2.2. Provide support to learners within agreed limitations. 2.3. Analyse evidence of learner achievement. 2.4. Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria. 2.5. Follow standardisation procedures. 2.6. Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression.
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding.	3.1. Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress. 3.2. Make assessment information available to authorised colleagues as required. 3.3. Follow procedures to maintain the confidentiality of assessment information.
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding.	4.1. Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare. 4.2. Apply requirements for equality and diversity and, where appropriate, bilingualism. 4.3. Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding. 4.4. Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.

Scope of learning for the unit

This unit requires the learner to undertake a work placement. All evidence is drawn from activities within the work environment.

Teaching should cover:

- Different kinds of assessment methods used to assess vocational skills, knowledge and understanding, including the best methods to use to suit the situation and the needs of the learner.

- Communication skills, both written and verbal, relating them to the need for clear communication to learners regarding the assessment process and purposes.
- Understanding the environment required for assessing vocational skills, knowledge and understanding, focussing particularly on the difference between controlled assessment and examination conditions, including specific requirements from awarding organisations.
- Reasonable adjustments and special consideration and when and how these may be applied.
- What standardisation can consist of and its importance in the quality assurance process.
- Different types of feedback, both from the teaching and the learning perspective including the role of peer feedback where applicable.
- The role of feedback in supporting progression.
- Why record keeping is important in the assessment cycle and in supporting learner process.
- Confidentiality as related to assessment information.
- Identifying relevant policies, procedures and legislation relevant to assessing vocational skills, with an understanding of how they impact on own practice.
- Equality and Diversity and how to apply the requirements of the Equality Act when assessing vocational skills.
- Plan, do, review cycle and how evaluation of own performance can support own developmental needs and the currency of own expertise and competence.

Unit Title	Develop and Prepare Resources for Learning and Development
Ofqual unit reference number (code)	A/502/9547
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	25
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.2 Direct Learning Support
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	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.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand principles underpinning development and preparation of resources for learning and development.	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.
2. Be able to develop resources to meet learning and development needs.	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.

Scope of learning for the unit

Evidence for learning outcome 2 must come from performance in the work environment. This will be observed by the assessor.

Teaching should cover:

- Understanding how and why to select specific resources for use in the work environment to meet the needs of learners and to provide underpinning skills, knowledge and understanding to promote progression.
- Understanding how to develop and prepare resources which meet organisational policies and national legislation, for example, ensuring the resources meet the requirements of the Equality Act or that they meet health and safety standards.
- How technology can play a part in developing learning and development resources. This could include information about relevant software, websites or virtual learning environments and how they can be used in developing resources.
- How to adapt resources to meet learners' needs, including an understanding of how the design of a resource can impact on learning and development e.g. use of plain English, use of colour/font/size/white space, different learning styles etc.
- How to provide guidance for those who are using the learning and development resources.
- What makes a resource suitable for specific learners or groups of learners.

Unit Title	Develop Learning and Development Programmes
Ofqual unit reference number (code)	M/502/9545
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing, 13.2 Direct Learning Support
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	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 this learning outcome.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the principles underpinning the development of learning and development programmes.	1.1. Explain the objectives of learning and development programmes. 1.2. Evaluate the factors of learning and development that impact on: <ul style="list-style-type: none"> • 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.
2. Be able to develop learning and development programmes.	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.
3. Be able to review learning and development programmes.	3.1. Evaluate the learning outcomes of a learning and development programme. 3.2. Evaluate the delivery and assessment of a learning and

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	development programme. 3.3. Identify areas for improvement for learning and development programmes.

Scope of learning for the unit

Evidence for Learning Outcome 2 must come from performance in the work environment. This will be observed by the assessor.

Teaching should cover:

- What a learning programme is and why it is important to plan for learning and development.
- Aims and objectives – the purpose of each of these in planning a learning and development programme.
- The role of the learner in developing learning and development programmes.
- What factors of learning and development impact on development, delivery, assessment and accreditation, identifying how to minimise (or maximise) the impact of these on both the learner(s) and the learning and development programme.
- Risks related to developing learning and development programmes and how to manage these effectively. These could include learner attendance, behaviour and time management for example.
- How to select relevant resources and assessment methods and the different types available, to ensure learning and development programmes are successful and meet the learning outcomes and learner needs.
- How to evaluate the effectiveness of learning and development programmes and identify areas to improve. The use of self, peer or learner assessment should be explored to evaluate the learning and development programme.

Unit Title	Engage Learners in the Learning and Development Process
Ofqual unit reference number (code)	F/502/9551
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	6
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.2 Direct Learning Support
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	This unit assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these outcomes.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand principles and purpose of engaging learners in learning and development.	1.1. Explain principles of learner engagement in the learning and development process. 1.2. Evaluate the processes and activities used to engage learners in learning and development. 1.3. Explain information and advice learners need for learning and development. 1.4. Analyse learner motivation for learning and development. 1.5. Analyse ways to overcome barriers to learning and development faced by learners. 1.6. Explain methods of engaging learners in their own progress review of learning.
2. Understand the role of mentoring in facilitating learning.	2.1. Explain how mentoring can engage and motivate learners. 2.2. Summarise the role and characteristics of a mentor. 2.3. Analyse mentoring relationships that engage and motivate learners.
3. Be able to assist and engage the learner in the learning and development process.	3.1. Demonstrate working relationships with learners to motivate learning. 3.2. Provide assistance to learners to encourage them to take responsibility for their own learning and development. 3.3. Provide learners with the information and advice to engage in learning and development that meets their needs.
4. Be able to assist the learner in reviewing their own	4.1. Establish opportunities to review progress with learners. 4.2. Provide learners with constructive feedback on their

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
progress.	learning and development. 4.3. Enable learners to give feedback on their learning experience. 4.4. Analyse progress and achievement with learners. 4.5. Assist learners to in adapting learning and development plans to reflect future learning needs.

Scope of learning for the unit

Evidence for Learning Outcomes 3 and 4 must come from performance in the work environment. This will be observed by the assessor.

Teaching should cover:

- Learner engagement, including the role of the learner in the learning and development process. This may cover motivation, communication, strategies for engaging learners e.g. through evaluation, discussion, active learning.
- The role of advice and guidance in ensuring that learners are on the appropriate programme and supported throughout the programme.
- Barriers to learning and how these may be overcome.
- What mentoring is, the role of the mentor, the skills required to be a mentor and effective approaches to mentoring to support and engage learners.
- The role of feedback in supporting learner progress and how to give learners the opportunities to feedback on their experience in a constructive way.
- How to engage with learners throughout the learning and development process, including planning progress and adapting plans.

Unit Title	Engage with Employers to Develop and Support Learning Provision
Ofqual unit reference number (code)	Y/502/9555
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	6
GLH	25
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.2 Direct Learning Support
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	This unit assesses understanding and occupational competence. Evidence for learning outcomes 3-4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand information relating to employers developing provision for learners.	1.1. Analyse information sources about individual employers and employment sectors, locally and nationally. 1.2. Summarise learning provision available to an employer. 1.3. Summarise legal requirements that apply to employers developing and supporting provision for learners.
2. Understand how to engage with employers for the benefit of learners.	2.1. Explain how to prepare for first contact with employers to discuss learning provision. 2.2. Evaluate employers' level of interest in providing learning opportunities for learners. 2.3. Evaluate strategies that help employers overcome concerns about offering learning opportunities. 2.4. Explain why employers might need support to provide learning for learners. 2.5. Explain the importance of clear channels of communication with employers as delivery partners.
3. Be able to engage with employers for the benefit of learners.	3.1. Provide employers with clear information and advice about learning requirements for learners. 3.2. Provide advice and assistance to employers delivering learning opportunities. 3.3. Establish channels of communication for feedback from employers on the progress of learners.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4. Be able to evaluate the effect of employer provision on the learner and partner organisation.	4.1. Assess the impact of employer provision on learners' learning outcomes. 4.2. Review the impact of employer provision on partner organisations.

Scope of learning for the unit

Evidence for Learning Outcomes 3 and 4 must come from performance in the work environment. This will be observed by the assessor.

Teaching should cover:

- Market analysis of employment sectors locally and regionally including specific employers that are influential in the local area. This should include how to identify information sources related to employment opportunities locally.
- Market analysis of learning provision available to a specific employer including in house or external training and online courses.
- Identify how employment or health and safety or Equality legislation impacts on an employer who develops or supports provision for learners.
- Principles of employer engagement and the role of clear communication when providing an employer with information.
- Barriers to learning within a workplace learning environment and how to minimise (or maximise) the impact of employer provision for the learner, the partner organisation and the employer.

Unit Title	Engage with Employers to Facilitate Workforce Development
Ofqual unit reference number (code)	D/502/9556
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing, 13.2 Direct Learning Support
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	This unit assesses occupational competence. Evidence for learning outcomes 5-6 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the opportunities available for workforce development.	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.
2. Understand how to engage with employers to promote workforce development.	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.
3. Understand how to design learning and development opportunities in the workplace.	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 which already exist with newly developed opportunities.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4. Understand how to facilitate learning and development opportunities in the workplace.	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: <ul style="list-style-type: none"> • employees • businesses.
5. Be able to engage with employers on workforce development issues.	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.
6. Be able to work with employers to facilitate workforce development solutions.	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.

Scope of learning for the unit

Evidence for Learning Outcomes 5 and 6 must come from performance in the work environment. This will be observed by the assessor.

Teaching should cover:

- Analysis of the current government agenda and legislation around upskilling and productivity of the workforce. This may include an analysis of the UK skills levels compared to European or global standards. This may also include an awareness of the way Employment, Health and Safety or Equality Legislation impacts on the requirement for employers to provide training, learning or development opportunities.
- Funding streams available to employers or for workplace development.

- Market analysis of local, regional and national employment sectors.
- Employer engagement techniques and marketing workforce development opportunities.
- Designing learning and development programmes for the workplace. This should include an understanding of employee motivation and factors to be considered when designing programmes related to both the employee and employer.
- Researching current provision and evaluating its effectiveness to compare with newly developed opportunities.
- Barriers to learning in the workplace and how these may be overcome.
- Skills required for staff delivering teaching and learning programmes in the workplace.
- Monitoring staff delivering programmes in the workplace.
- How workforce development opportunities impact on both employees and employers.
- How to conduct a training needs analysis and how to report the outcomes to employers.
- Meeting the needs of the workforce whilst meeting the needs of the learner.
- Measuring the impact of workforce development on the business.

Unit Title	Identify Individual Learning and Development Needs
Ofqual unit reference number (code)	K/502/9544
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	3
GLH	24
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing, 13.2 Direct Learning Support
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the principles and practices of learning needs analysis for individuals.	1.1. Explain the principles and practices of learning needs analysis for individuals. 1.2. Analyse the factors that influence individual learning needs, preferences and styles. 1.3. Compare methods used to assess individual learning needs.
2. Be able to conduct learning needs analysis for individuals.	2.1. Agree the purpose, aims and methodology of the learning needs analysis with individuals. 2.2. Apply learning needs analysis methodology to assess the individual's current level of achievement and potential. 2.3. Analyse learning needs and communicate to the learner.
3. Be able to agree individual learning and development needs.	3.1. Advise individuals about learning and development options to meet: <ul style="list-style-type: none"> • learner priorities • learning preferences • learning styles.

Scope of learning for the unit

Evidence for Learning Outcomes 2 and 3 must come from performance in the work environment. This will be observed by the assessor.

Teaching should cover:

- Understanding various approaches to learning needs' analysis including initial and diagnostic assessment, learning styles, dyslexia or others used to identify learning disabilities/difficulties.
- Exposure to a variety of methods used to assess learning needs with a view to comparing their strengths and weaknesses.
- How to negotiate with learners to ensure they are involved with the planning stages of individual learning needs analysis and that they fully understand what method will be used in what way and for what purpose.
- The importance of effective communication related to feeding back the results of the analysis of needs and advising learners regarding the options available to them whilst aiming to meet the learners' priorities.

Unit Title	Identify the Learning Needs of Organisations
Ofqual unit reference number (code)	H/502/9543
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing, 13.2 Direct Learning Support
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	This unit assesses occupational competence. Evidence for learning outcomes 2-3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the principles and practices of learning needs analysis for organisations.	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.
2. Be able to conduct learning needs analysis for the organisation.	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.
3. Be able to agree organisational learning and development plans with relevant people.	3.1. Present recommendations for learning and development to relevant people. 3.2. Review and revise priorities with relevant people.

Scope of learning for the unit

Evidence for Learning Outcomes 2 and 3 must come from performance in the work environment. This will be observed by the assessor.

Teaching should cover similar topics to unit K/502/9544 – Identify Individual Learning and Development Needs, but should examine the implications of analysing how to assess the learning needs of an organisation, including understanding the importance of identifying key people in the organisation who can support the implementation. It is also necessary to consider how the findings of the analysis are communicated to relevant people within the organisation.

Unit Title	Internally Assure the Quality of Assessment
Ofqual unit reference number (code)	A/601/5321
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	45
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing, 13.2 Direct Learning Support
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	<p>Evidence for all learning outcomes must come from performance in the work environment. All learning outcomes in this unit must be assessed using methods appropriate to the candidate IQA's performance. These must include:</p> <ul style="list-style-type: none"> • observation of performance • examining products of work • questioning <p>Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.</p> <p>Simulations are not allowed.</p>

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan the internal quality assurance of assessment.	1.1. Plan monitoring activities according to the requirements of own role. 1.2. Make arrangements for internal monitoring activities to assure quality.
2. Be able to internally evaluate the quality of assessment.	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 OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3. Be able to internally maintain and improve the quality of assessment.	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.
4. Be able to manage information relevant to the internal quality assurance of assessment.	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.
5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment.	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.

Scope of learning for the unit

The purpose of this unit is to equip the learners with the relevant skills to undertake internal quality assurance within an organisation. All evidence for the learning outcomes must come from performance in the work environment.

Teaching must cover:

- An understanding of the role, skills, and requirements of the different roles within the quality assurance process.
- An understanding of the quality cycle and key elements within this including planning activities which cover the whole process.
- How to ensure that assessments methods are valid, safe, fair and reliable and meet the required standards.
- Standardisation activities and why these are important in maintaining consistency across assessors.

- Current legislation, policies and procedures related to assessment including Equality, Health and Safety and Welfare and those produced by awarding organisations.
- The importance of constructive feedback in supporting assessors and providing effective professional development.

Assessment

Benchmark Assessment Task 1

Production of an Internal Quality Assurance Practice File

Produce a Practice File based on the principles and practices of internally assuring the quality of assessment.

Your Practice File will comprise of:

- Observation of Performance.
- Examination of Products of Work including documentary evidence from at least one quality cycle of credit-based learning at your centre. The evidence should wherever possible show your centre's practice in monitoring equality and diversity issues, and as a minimum should include completed documents relating to the areas listed below:
 - Questioning
 - Professional Discussion.

This practice file meets all criteria with the exception of 5.3.

Areas of activity	Suggested evidence
1. Plan internal quality assurance of assessment.	<ul style="list-style-type: none"> • Evidence of a plan for your quality assurance processes. As well as evidence of the actual activity that occurred. • The Quality Calendar from your own organisation; this must be the real calendar in operation in your centre it may be presented as a calendar with dates or by block. • Sampling plans; grids/records showing planning around levels, units, assessors and other potential risk areas, for example, new tutors. • Communications with staff. • Emails and reminder emails. • Agenda for meetings. • Observation of performance. • Witness testimony. • Questioning. • Professional discussion.
2. Monitoring internal quality assurance.	<ul style="list-style-type: none"> • Evidence of the relevant monitoring records as well as evidence of the actual activity that occurred. <p>Documents relating to:</p> <ul style="list-style-type: none"> • Pre-course verification. • Visit to learners. • IV reports from sampling activities. • Standardisation (internal/cluster/over time for sole assessors). • Feedback to assessors on the assessment planning and assessment of learner work. • Observation of performance. • Witness testimony. • Questioning. • Professional discussion.
3. Maintaining and improving the quality of assessment.	<ul style="list-style-type: none"> • Evidence of the relevant monitoring records as well as evidence of the actual activity that occurred. • Show documentary evidence of induction of new assessors, and updating of existing assessors. This may be staff training records, induction checklists, notes of meetings, feedback or evaluation forms, evidence of changes in practice as a result of such events. • Feedback to assessors from assessment sampling. Completed signed action plans, evidence of monitoring of progress and outcomes, records of written or other feedback to tutors. • Team meetings, communication and one to one support. Records of discussions and emails with individual assessors, agenda and minutes of team meetings, course review meetings. • Evidence of organising internal standardisation. • Observation of performance. • Witness testimony. • Questioning.

	<ul style="list-style-type: none"> • Professional discussion.
<p>4. Managing information relevant to internal quality assurance.</p>	<ul style="list-style-type: none"> • Evidence of following procedures to maintain confidentiality. Managing relevant assessment and quality assurance records. • Secure storage of assessed learner work and related assessment records. • Use of technology for assessment and quality assurance. • Learner records of assessment (see NOCN version 8) to do. • Evidence of following procedures to maintain confidentiality of internal quality assurance information. • Observation. • Witness testimony. • Questioning. • Professional discussion.
<p>5. Maintaining the legal and good practice requirements in assessment and quality assurance.</p>	<ul style="list-style-type: none"> • Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare. • Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance. • Proof of your application of the appropriate policies, procedures and meeting the requirements of legislation within your remit as an IQA and as a member of staff. • Course planning records. • Pre-course verification of assessment tasks. • Visit to learners feedback. • CPD record IfL or other relevant to position. • Records of attending AO professional development, for example, Regional standardisation, AIVS forum, quality seminars etc

Benchmark Assessment Task 2

Written Assignment

CRITICAL REFLECTION -

Produce a detailed narrative, critically reflecting your own internal verification systems and your own practice as evidenced in your Internal Quality Assurance Practice File. You should use the National Occupational Standards and reference one current referenced research paper or journal to facilitate the critical reflection. This should be a minimum of 500 words, and should clearly identify strengths and weaknesses of your own practice.

ACTION PLANNING –

Produce a Quality Improvement Plan for your internal quality assurance of assessment system on the basis of this critical reflection, and in the context of your centre identify responsibilities and target dates for any improvements suggested. Use a table to summarise this information, with the following column headings:

- strengths/good practice
- areas for improvement
- actions required
- responsibility for action
- target date
- review date.

Assessment Criteria

Completion of this task enables you to meet the following assessment criteria

1.1	Plan monitoring activities according to the requirements of own role.
1.2	Make arrangements for internal monitoring activities to assure quality.
5.3	Critically reflect on own practice in internally assuring the quality of assessment.

Unit Title	Manage Learning and Development in Groups
Ofqual unit reference number (code)	A/502/9550
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing, 13.2 Direct Learning Support
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	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.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the principles and practices of managing learning and development in groups.	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 which 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.
2. Be able to manage group learning and development environments.	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.
3. Be able to apply	3.1. Involve learners in agreeing group learning objectives.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
methodologies to manage learning and development in groups.	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.
4. Be able to manage learning and development in groups to comply with legal and organisational requirements.	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.

Scope of learning for the unit

Evidence for Learning Outcomes 2, 3 and 4 must come from performance in the work environment. This will be observed by the assessor.

Teaching should cover:

- The characteristics of group environments, behaviour and dynamics.
- Strategies for managing group work to promote learning and development.
- Analysing risks involved in working with groups and identifying ways to minimise those risks.
- Identifying barriers to learning for individuals and how being in a group may impact on those individuals e.g. peer pressure, less opportunities for quiet work, more distractions.
- An understanding of how collaboration and communication can support learning and development in groups.
- Motivational Strategies/methods.
- How negotiation with a group can help the teacher to adopt provision to meet all learners' needs and agree group learning objectives.

- How to adapt delivery methods, activities and resources to meet the group's learning objectives.
- How to include a focus on the individual whilst dealing with a whole group including supporting learners' rights and protecting their welfare through minimising risk.
- The importance of maintaining confidentiality and knowing when confidentiality must be broken to safeguard the learner.
- The importance of record keeping and knowing the requirements of the organisation.

Unit Title	Understanding the Principles and Practices of Externally Assuring the Quality Of Assessment
Ofqual unit reference number (code)	F/601/5322
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	45
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the context and principles of external quality assurance.	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.
2. Understand how to plan the external quality assurance of assessment.	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: <ul style="list-style-type: none"> • 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.
3. Understand how to externally evaluate the quality of assessment and internal quality assurance.	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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	evaluating internal assessment arrangements and practices. 3.3. Evaluate different techniques for externally sampling evidence of assessment, including those that use technology.
4. Understand how to externally maintain and improve the quality of assessment.	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.
5. Understand how to manage information relevant to external quality assurance.	5.1. Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance.
6. Understand the legal and good practice requirements relating to external quality assurance.	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 in relation to external quality assurance.

Scope of learning for the unit

This is a theoretical unit which is designed for those who are interested in the external quality assurance process but may not already be in the role. There is no requirement to undertake any work placement related to external quality assurance.

Teaching should cover:

- The purpose of external verifications.

- Key concepts, principles and practice of external verification including relevant regulations and requirements, e.g. awarding organisations' policies and procedures, Ofqual Conditions of Recognition.
- The roles and responsibilities of people involved in the external verification process, including staff within the centre.
- Planning external verification activities and preparation as required understanding the impact that poor planning and preparation could have on the activity.
- Identifying where adaptations could be made to external monitoring activities and why, whilst not compromising quality standards.
- Sampling techniques including sample size and breadth. Understanding why a sample may be extended.
- Understanding how the role of internal quality assurers and assessors impacts on the external monitoring activities, including quality of feedback, standardisation, support and advice. Understanding how the centre's quality assurance policies and procedures sets out the requirements that must be followed and being able to explain what to do if there are any disputes around quality assurance and assessment.
- Data protection and confidentiality, explaining how legislation impacts on information management in relation to external quality assurance.
- Other relevant legislation eg Health and Safety and Equality and Diversity legislation.
- How technology can impact on external quality assurance, eg e-portfolios, MIS data, tracking and records.

Assessment

Task 1

Written Assignment

Overview and Rationale

This activity assesses your understanding of the context and principles of externally assuring the quality of assessment.

You must:

- Evaluate the key concepts and principles of external quality assurance of assessment, including legal issues, health and safety and learner welfare. (AC 1.2, 6.1)
- Analyse the function of external quality assurance in learning and development, exploring the roles of the various stakeholders in the process. (AC 1.1, 4.4)
- Evaluate the roles of practitioners involved in the provision of internal and external quality assurance in ensuring the safety and security of the award of credit. (AC 1.3, 4.4)
- Explain the regulation and requirements for internal and external quality assurance with reference to your own area of practice, specifically identifying your role in resolving disputes concerning quality assurance and assessment. (AC 1.4, 4.4, 6.1)

This should be around 1500 words. You may use powerpoint, flowcharts, diagrams etc where appropriate.

Task 2

Written Questions and Answers

This activity assesses your knowledge and understanding of the processes and practices that underpin the external quality assurance of assessment.

Please respond in detail to fully meet the identified assessment criteria.

- What are the procedures and requirements for the external evaluation of internal quality systems? (AC 3.1, 3.2, 5.1)
- Why is planning and preparation for an external quality assurance activity important in ensuring that quality standards are not compromised? (AC 2.1, 2.3, 2.4)
- Explain what an external quality assurance plan should contain, evaluating a range of sampling methodologies to ensure that the sample chosen reflects all types of evidence, including those using technology. (AC 2.2, 2.3, 3.3)
- Critically compare a range of feedback, support and advice activities, evaluating how feedback can be used to support the development and improvement of internal quality assurance practices within and across providers. Include, as a minimum, feedback and support from pre-verification, sampling and standardisation activities. (AC 4.1, 4.2, 4.3)
- Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment. (AC 2.4, 3.2, 5.1)

This should be around 1500 words. The evidence may be cross referenced to additional assessment criteria.

Task 3

Professional Discussion

Take part in a professional discussion with your assessor to cover the learning outcomes and assessment criteria shown below.

The task requires you to relate the knowledge and understanding you have acquired to your own learning and development context.

You should thoroughly prepare for the professional discussion, making notes of key concepts you wish to explore. Although you may have access to this preparatory work, it is there for occasional guidance only and should not be extensively referred to in the professional discussion. This preparatory work should be included as evidence in your portfolio of assessed work.

In the professional discussion, be mindful of the wording in the Learning Outcomes and Assessment Criteria so you provide sufficient evidence for the task. Be prepared to answer additional questions which the assessor may ask you. Note that this task must not be a question and answer session, but is a one to one discussion as two professionals to explore key concepts and practice.

This task may be cross referenced to the Task 2 Case Study.

Unit Title	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment
Ofqual unit reference number (code)	T/601/5320
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	45
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing, 13.2 Direct Learning Support
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the context and principles of internal quality assurance.	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.
2. Understand how to plan the internal quality assurance of assessment.	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: <ul style="list-style-type: none"> • information collection • communications • administrative arrangements • resources.
3. Understand techniques and criteria for monitoring the quality of assessment internally.	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.
4. Understand how to internally	4.1. Summarise the types of feedback, support and advice that

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
maintain and improve the quality of assessment.	<p>assessors may need to maintain and improve the quality of assessment.</p> <p>4.2. Explain standardisation requirements in relation to assessment.</p> <p>4.3. Explain relevant procedures regarding disputes about the quality of assessment.</p>
5. Understand how to manage information relevant to the internal quality assurance of assessment.	5.1. Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment.
6. Understand the legal and good practice requirements for the internal quality assurance of assessment.	<p>6.1. Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare.</p> <p>6.2. Evaluate different ways in which technology can contribute to the internal quality assurance of assessment.</p> <p>6.3. Explain the value of reflective practice and continuing professional development in relation to internal quality assurance.</p> <p>6.4. Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment.</p>

Scope of learning for the unit

This is a theoretical unit which is designed for those who are interested in the internal quality assurance process, but may not already be in the role. There is no requirement to undertake any work placement related to internal quality assurance.

Teaching should cover similar topic areas to those for unit F/601/5322 – Understanding the Principles and Practices of Externally Assuring the quality of Assessment, but with the focus being on internal quality assurance.

Unit Title	Analysing English Language for Literacy and Language Teaching
Ofqual unit reference number (code)	J/503/4850
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	3
GLH	15
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the relationship between forms of language and meaning	1.1. Analyse key aspects of meaning of words. 1.2. Analyse the relationship between grammatical form and meaning.
2. Understand structural features of language.	2.1. Analyse key features of word formation. 2.2. Categorise words according to their classes. 2.3. Categorise verbs according to their forms. 2.4. Analyse phonological aspects of language including phonemes and stress patterns.

Scope of learning for the unit

The purpose of this unit is to provide an understanding of the structure of English language for non-specialist teachers. This may support the embedding of literacy within vocational subjects as preparation for Functional Skills or GCSE English.

Teaching should cover:

- The history of the development of words and the impact of accents and dialect on the way that language has evolved.
- The grammatical behaviour of words. See <http://www.macmillandictionary.com/thesaurus-category/british/The-grammatical-behaviour-of-words> for some useful information.
- Word formation, for example:

- Affixation
- Back Formation
- Blending
- Clipping (Shortening, Truncation)
- Compounding
- Conversion
- Denominal Adjective, Denominal Noun, and Denominal Verb
- Derivation
- Derivational Morpheme and Inflectional Morpheme
- First-Sister Principle
- Loan Translation (Calque)
- Loanword
- Neologism

Also:

- Complex Word
 - Doublets and Triplets
 - Etymology
 - Historical Linguistics
 - Inflection
 - Introduction to Etymology: Word Histories
 - Lexicalization
 - Morphology
 - Productivity
 - Where Do New Words Come From?
- **Word Classes:** (or parts of speech) according to the part they play in a sentence. The main word classes in English are:
- Noun
 - Verb
 - Adjective
 - Adverb
 - Pronoun
 - Preposition
 - Conjunction
 - Determiner
 - Exclamation
- **Verb forms:** including *base*, *simple past*, *present participle*, and *past participle*. Conditional, active and passive
- **Phonological aspects of language:** the study of sounds in a language.
- **Phoneme:** the basic unit of sound.
- **Semantics:** the study of the meaning of language.
- **Morpheme:** The smallest unit of sound to carry meaning.
- **Pragmatics:** the study of the use of language. Deals with the intentions behind the utterances.
- **Syntax** is the study of the structure of language and how words can be formed to create grammatically correct sentences.

Unit Title	Reading Skills for Literacy and Language Teaching
Ofqual unit reference number (code)	R/503/4852
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	3
GLH	15
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read written texts.	1.1. Select written texts for specific purposes. 1.2. Use reading skills for specific purposes. 1.3. Evaluate linguistic devices in texts.
2. Be able to respond to written texts.	2.1. Utilise results of own reading for specific purposes. 2.2. Produce coherent records of own interpretations of texts.

Scope of learning for the unit

The purpose of this unit is to equip non-specialist teachers with English skills to support the embedding of literacy within, for example, vocational teaching, as preparation for Functional Skills or GCSE English.

Teaching should cover:

- Purposes of text e.g. explanation, instruction, description, persuasion. Explicit and inferred purpose of text. Understand that format, structure, vocabulary and style provide clues to the purpose of a text.
- Understand that the relevance of a text depends on the reader's purpose as well as the purpose of the text.
- Different reading strategies – skimming, scanning, reading for details and summarising.

- Linguistic devices and their purposes in text: words or phrases used in literature to add flavour and give the piece of writing more meaning. Some may also help to disguise or hide information the writer wants to put across but not directly. Linguistic devices include alliteration, metaphors, irony, symbolism and rhyming words.
- Identifying when and why reading takes place in own life, study or work situation.
- Identifying which texts to read for specific purposes.
- Reading comprehension, synthesis and summarising of information to suit own purpose.
- Identifying when and why reading takes place in own life, study or work situation.
- Identifying which texts to read for specific purposes.
- Reading comprehension, synthesis and summarising information to suit own purpose.

Unit Title	Speaking and Listening Skills for Literacy and Language Teaching
Ofqual unit reference number (code)	D/503/4854
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	3
GLH	15
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to present information.	1.1. Select linguistic strategies and techniques to enable cohesion in own expression of information. 1.2. Express information clearly and coherently.
2. Be able to listen and respond to non verbal and verbal information.	2.1. Identify types of non verbal communication. 2.2. Use and respond to non verbal communication to indicate engagement and interest. 2.3. Listen critically to verbal information. 2.4. Indicate understanding of verbal information. 2.5. Identify speakers' intentions. 2.6. Respond to verbal information according to its nature and content.

Scope of learning for the unit

The purpose of this unit is to provide non specialist teachers with the English Skills required, for example in a vocational teaching role, to support the embedding of English in preparation for Functional Skills or GCSE English.

Teaching should cover:

- Linguistic devices and their purposes in text: words or phrases used in literature to add flavour and give the piece of writing more meaning. Some may also help to disguise or hide information the writer wants to put across but not directly.

Linguistic devices include alliteration, metaphors, irony, symbolism and rhyming words.

- Identifying the explicit and implicit meaning of communication.
- Verbal and non-verbal communication strategies and how to use a range of strategies to suit the purpose and audience.
- Non-verbal communication includes gestures, the way we sit, how fast or how loud we talk, how close we stand, how much eye contact we make.
- Understanding that what comes out of our mouths and what we communicate through our body language are two totally different things. Non-verbal communication is a natural, unconscious language that broadcasts true feelings and intentions in any given moment.

Unit Title	Writing Skills for Literacy and Language Teaching
Ofqual unit reference number (code)	K/503/4856
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	3
GLH	15
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare written texts.	1.1. Plan written texts according to the intended audience, purpose and situation. 1.2. Draft written texts using techniques at: <ul style="list-style-type: none"> • text level • sentence level • word level.
2. Be able to produce written texts.	2.1. Write fluently, coherently and cohesively. 2.2. Write accurately and legibly using conventions of lexis and syntax including grammar, spelling and punctuation according to purpose. 2.3. Edit and proof read written texts at text level, sentence level and word level.

Scope of learning for the unit

The purpose of this unit is to provide non specialist teachers with the English Skills required, for example in a vocational teaching role, to support the embedding of English in preparation for Functional Skills or GCSE English.

Teaching should cover:

- Different styles of planning e.g. spider, thought shower, notes, collaborative approaches using IT software.

- Purpose of text e.g. explanation, instruction, description, persuasion. Explicit and inferred purpose of text. Understand that format, structure, vocabulary and style provide clues to the purpose of a text.
- The importance of identifying audience when writing for a specific purpose.
- Conventions of lexis and syntax including grammar, spelling and punctuation according to purpose.
- Layout of text to suit a specific purpose.
- Informal and formal styles of writing and the use of lexis to support this.

Unit Title	Using Mathematics: Personal and Public Life
Ofqual unit reference number (code)	A/503/4859
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	6
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to interpret mathematical situations in personal and public life.	1.1. Explain the role of models in representing mathematical situations. 1.2. Analyse situations to interrogate for mathematical information and problems in personal and public life. 1.3. Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in personal and public life.
2. Be able to process mathematical problems in personal and public life.	2.1. Analyse mathematical procedures for efficiency and effectiveness. 2.2. Examine linear and non-linear mathematical patterns in personal and public life. 2.3. Change values and assumptions when investigating mathematical situations in personal and public life.
3. Be able to analyse mathematical findings from personal and public life,	3.1. Analyse the effect of accuracy on the reliability of mathematical findings in personal and public life. 3.2. Interrogate mathematical conclusions for errors or misconceptions. 3.3. Interpret findings to draw conclusions in personal and public life.
4. Be able to use mathematical communication in personal and public life.	4.1. Select mathematical language for debate in personal and public life. 4.2. Select mathematical communication techniques to suit audience. 4.3. Present mathematical processing and analysis. 4.4. Describe findings using mathematical communication skills

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	in personal and public life.

Scope of learning for the unit

The audience for this unit is non-specialist maths tutors who need a deeper understanding of maths concepts. The scope of learning for this unit draws upon mathematics encountered in personal and public life and should draw upon the learners' experience.

Teaching may include:

- Identifying where maths is used in personal and public life and what type of maths is required by the context.
- Differences between functional and basic maths and GCSE/A level (pure) maths.
- Structure of core curriculum and Functional Skills standards.
- Efficient methods of undertaking mathematical procedures and the use of models to represent mathematical situations.
- Differences between linear and non-linear patterns in maths that are found in everyday versus public life.
- Exploring different solutions and approaches to mathematical situations, challenging the effectiveness and efficiency and justification for approaches used.
- Understand the need for accuracy in interpreting results of findings and focusing on whether accuracy improves reliability, identifying which situations require accurate results and why.
- Error analysis. Using practical examples of learner errors to form the basis for improving skills.
- Understanding mathematical language and how it should be used with different audiences and for different purposes.
- Understanding how results can be communicated in different ways to suit the purpose and audience e.g. graphical, visual, written methods, oral or through the use of images, using computer software.

Unit Title	Using Mathematics: Professional and Vocational Contexts
Ofqual unit reference number (code)	F/503/4863
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	6
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to interpret mathematical situations in professional and vocational contexts.	1.1. Explain the role of models in representing mathematical situations. 1.2. Analyse situations to interrogate for mathematical information and problems in professional and vocational contexts. 1.3. Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in professional and vocational contexts.
2. Be able to process mathematical problems in professional and vocational contexts.	2.1. Analyse mathematical procedures for efficiency and effectiveness. 2.2. Examine linear and non-linear mathematical patterns in professional and vocational contexts. 2.3. Change values and assumptions when investigating mathematical situations in professional and vocational contexts. 2.4. Use extended logic and multi-step structured processes to find mathematical solutions in professional and vocational contexts.
3. Be able to analyse mathematical findings from professional and vocational contexts.	3.1. Analyse the effect of accuracy on the reliability of mathematical findings in professional and vocational contexts. 3.2. Interrogate mathematical conclusions for errors or misconceptions. 3.3. Interpret findings to draw conclusions in professional and vocational contexts.
4. Be able to use mathematical communication in	4.1. Select mathematical language for debate in professional and vocational contexts.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
professional and vocational contexts.	4.2. Select mathematical communication techniques to suit audience. 4.3. Present mathematical processing and analysis. 4.4. Describe findings using mathematical communication skills in professional and vocational contexts.

Scope of learning for the unit

The scope of learning for this unit mirrors that within unit A/503/4859 – Using Mathematics: Personal & Public Life.

The contexts and examples used for the delivery of this unit must be drawn from the learners’ professional and vocational context. This unit is designed for tutors who are non-specialist in maths, but who may have to embed mathematics into professional or vocational subjects.

Unit Title	Using Mathematics: Academic Subjects
Ofqual unit reference number (code)	T/503/4861
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	6
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to interpret mathematical situations in academic subjects.	1.1. Explain the role of models in representing mathematical situations. 1.2. Analyse situations to interrogate for mathematical information and problems in academic subjects. 1.3. Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in academic subjects.
2. Be able to process mathematical problems in academic subjects.	2.1. Analyse mathematical procedures for efficiency and effectiveness. 2.2. Examine linear and non-linear mathematical patterns in academic subjects. 2.3. Change values and assumptions when investigating mathematical situations in academic subjects. 2.4. Use extended logic and multi-step structured processes to find mathematical solutions in academic subjects.
3. Be able to analyse mathematical findings from academic subjects.	3.1. Analyse the effect of accuracy on the reliability of mathematical findings in academic subjects. 3.2. Interrogate mathematical conclusions for errors or misconceptions. 3.3. Interpret findings to draw conclusions in academic subjects.
4. Be able to use mathematical communication in academic subjects.	4.1. Select mathematical language for debate in academic subjects. 4.2. Select mathematical communication techniques to suit audience.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	4.3. Present mathematical processing and analysis. 4.4. Describe findings using mathematical communication skills in academic subjects.

Scope of learning for the unit

The scope of learning for this unit mirrors that within unit A/503/4859 – Using Mathematics: Personal & Public Life.

The contexts and examples used for the delivery of this unit must be drawn from the learners' professional and vocational context. This unit is designed for tutors who are non-specialist in maths, but who may have to embed mathematics into academic subjects.

Unit Title	Action Learning to Support Development of Subject Specific Pedagogy
Ofqual unit reference number (code)	M/503/5376
Unit Level	Five
Unit Sub Level	None
Unit Credit Value	15
GLH	50
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how to identify an area of interest related to practice in own subject specific area.	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.
2. Be able to investigate current good practice in own subject specific area.	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.
3. Be able to work with others to improve own skills in reflective practice.	3.1. Engage in professional debate within an action learning set. 3.2. Engage in reflection on practice with peers.
4. Be able to evaluate own practice in a subject specific area.	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.
5. Be able to apply learning from investigation of an area of interest to own practice in a subject specific area.	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.
6. Be able to present findings from investigation of an area	6.1. Report own findings from investigation of an area of practice.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
of interest in own subject specific area.	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.

Scope of learning for the unit

The purpose of the unit is to enable the learner to investigate an area of interest related to the teaching of their own subject specialism. It includes selecting and justifying a relevant area of interest, using appropriate research methodology, reviewing current 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.

This unit allows the learner to undertake an action learning project to support their own professional development.

The assessment for this unit will be a completed investigation into an area of subject specific pedagogy which should be agreed with the tutor.

Teaching should cover:

- An understanding of the difference between andragogy and pedagogy and the impact on own teaching of undertaking an investigation into an area of interest.
- How to conduct literature reviews, including identifying relevant and reliable literature of primary and secondary sources.
- Evaluating practice – desktop, observational or peer evaluation techniques; understanding the importance to own practice of evaluating others within own subject specific area.
- What is an action learning set? How does it promote deeper understanding of a topic and move learning forward?
- Relevance of action planning to support improvement.
- Reflection, including Kolb’s learning cycle, or other relevant theories e.g. Gibbs’ Framework for Reflection, Bortons` (1970) Framework Guiding Reflective Activities, John’s Model of Structured Reflection.
- Structuring an investigation report.
- Referencing skills including Harvard Referencing.

- Methods of presenting results of findings e.g. orally, graphically, written text or using a variety of computer software packages.

Unit Title	Action Research
Ofqual unit reference number (code)	T/503/5380
Unit Level	Five
Unit Sub Level	None
Unit Credit Value	15
GLH	50
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the purpose and nature of action research.	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.
2. Be able to initiate action research.	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.
3. Understand ways of carrying out action research.	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.
4. Be able to carry out action research.	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.
5. Be able to present the outcomes of action	5.1. Report own findings and conclusions from action research. 5.2. Justify own recommendations for action to be taken based

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
research.	on conclusions from action research.
6. Be able to evaluate own practice in relation to action research.	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.

Scope of learning for the unit

The purpose of this unit is 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.

This unit allows the learner to undertake an action research project to support an area of practice.

The assessment for this unit will include a completed action research project which must be negotiated with the tutor.

Teaching should include:

- An understanding of the key features of the background to action research, including its conception by Kurt Lewin in 1940s, and change management approaches.
- Ethical and political considerations within the organisation as well as the external environment.
- Different methods of action research including data collection and collaborative approaches to problem solving.
- The difference between qualitative and quantitative data and the strengths and limitations of both.
- How to conduct a literature review including primary and secondary source material.
- Data analysis and presentation techniques, including the role of technology to support this.

Unit Title	Assessment and Support for the Recognition of Prior Learning Through the Accreditation of Learning Outcomes
Ofqual unit reference number (code)	F/505/0187
Unit Level	Three
Unit Sub Level	None
Unit Credit Value	6
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	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.

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to promote understanding of recognition and accreditation of prior learning with external stakeholders.	1.1. Describe models of recognition to learners, assessors and other relevant stakeholders. 1.2. Describe how external stakeholders can support the professional skills and competencies of those involved in providing guidance on recognition and accreditation of prior learning. 1.3. Explain the relevant processes, procedures and criteria that ensure recognition of prior learning is accepted as equivalent to other forms of assessment by relevant external stakeholders.
2. Understand how to provide guidance for learners.	2.1. Describe procedures for providing professional guidance for learners, assessors and other relevant stakeholders. 2.2. Explain the importance of guidance that ensures learners have ownership of the process of recognition and, where appropriate, accreditation, as an entitlement or right.
3. Be able to support learners to recognise prior learning and achievement.	3.1. Provide guidance for learners in choosing target qualifications that include their prior learning. 3.2. Describe evidence required to meet the relevant learning outcomes, assessment criteria and verification requirements for the learners' target unit(s). 3.3. Support learners with different needs to collect, organise and present theoretical and performance evidence to meet

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	the requirements of the target unit(s).
4. Be able to assess evidence presented by learners.	4.1. Explain how a consistent approach is achieved by the assessment team within the processes of quality assurance. 4.2. Judge the reliability, validity, authenticity, currency, relevance and sufficiency of a range of evidence presented by a learner to meet the learning outcomes of the target unit(s). 4.3. Provide clear and constructive feedback to learners who have not satisfied the learning outcomes of the target unit(s), identifying the additional evidence required. 4.4. Maintain records for assessment and verification purposes.
5. Be able to evaluate and improve practice.	5.1. Evaluate own, learner and the assessment team experiences of applying the recognition process. 5.2. Identify improvements to practice.

Scope of learning for the unit

The aim of this unit is to understand and demonstrate how to provide guidance for, promote and undertake practice related to recognition and accreditation of prior learning.

The learning outcomes must be assessed in a teaching and learning environment. Practice must be observed in this unit. Simulation is not allowed.

Teaching should include:

- Different methods of recognition and accreditation of prior learning:
 - Accreditation of prior learning
 - Accreditation of prior experiential learning
 - Accreditation of prior achievement
 - Recognition of prior learning
 - Exemption.
- Relevant stakeholders and their role within the process e.g. learner, tutor, internal quality assurer, awarding organisation, external quality assurer.
- Procedure for recognising and accrediting prior learning.
- Importance of accurate guidance and clear evidence gathering.
- Importance of, and methods of record keeping and tracking in ensuring reliable, valid, authentic, current, relevant and sufficient evidence.

Useful Documents: Conditions of Recognition, Ofqual, 2012
Recognition of prior learning policy and process from awarding
organisations' websites.

Unit Title	Delivering Employability Skills
Ofqual unit reference number (code)	M/505/1089
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	20
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	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.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the differences between employability skills and employment skills.	1.1. Explain differences between employability skills and employment skills. 1.2. Explain the benefits to learners of having employability skills.
2. Understand the influence of personal qualities and skills on the delivery of employability skills.	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.
3. Be able to use techniques, strategies and practices that reflect the workplace in the delivery of employability skills.	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: <ul style="list-style-type: none"> • meet the needs of learners; and • 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.
4. Be able to evaluate own delivery of employability skills.	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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	delivery of employability skills.

Scope of learning for the unit

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 reflects the workplace.

The learning outcomes must be assessed in a teaching and learning environment. Simulations are not permitted. There is a requirement to observe and assess practice in this unit.

Teaching should cover:

- The difference between employability skills and employment skills.
- Benefits of employability skills both to the employee and employer.
- The use of simulated environments to practice employability skills.
- Approaches to teaching employability skills to meet learners' needs e.g. the difference between the way learners with low level skills are taught compared to graduates.
- Motivational strategies to support behavioural issues.
- Barriers to learning for learners undertaking employability courses.

Unit Title	Developing, Using and Organising Resources in a Specialist Area
Ofqual unit reference number (code)	H/505/1090
Unit Level	Five
Unit Sub Level	None
Unit Credit Value	15
GLH	50
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the purpose and use of resources in own specialist area.	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.
2. Be able to develop and use inclusive resources in own specialist area.	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.
3. Understand how to organise and enable access to resources.	3.1. Explain ways in which resources can be classified and stored. 3.2. Review ways of sharing resources with other learning professionals.
4. Understand legal requirements and responsibilities relating to the development and use of	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 OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
resources.	
5. Be able to evaluate own practice in relation to development and use of resources in own specialist area.	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.

Scope of learning for the unit

The unit aims to enable learners to develop, use and organise resources within the 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.

Learners should have an understanding of the implications of intellectual property rights and copyright in the development and use of resources.

There is a requirement to design and produce resources including those that involve new and emerging technologies. The resources should aim to engage and meet the individual needs of learners in own specialist area.

This is a theoretical unit, and as such, it does not require observation of practice.

Teaching should include:

- An understanding of the range of teaching and learning resources available, with a consideration of why specific types of resources are beneficial within a particular curriculum area or for specific cohorts of learners.
- Theories, principles and models of inclusive learning, including reasonable adjustment to support learners' individual needs.
- The use of new technologies in designing teaching and learning resources. YouTube includes a wide range of audio visual clips around teaching and learning with technology.
- Storage and classification of resources including online repositories such as Moodle.

- Copyright and data protection legislation and intellectual property rights and their impact on the design and use of resources.

Unit Title	Effective Partnership Working in the Learning and Teaching Context
Ofqual unit reference number (code)	Y/503/5310
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	15
GLH	50
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the purpose and nature of partnership working.	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.
2. Understand the purpose, aims and objectives of a partnership.	2.1. Explain the purpose of a specific partnership. 2.2. Identify the aims and objectives of a specific partnership.
3. Understand the structure and management of a partnership.	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.
4. Understand how to measure and report on a	4.1. Summarise performance indicators used to measure the effectiveness of a specific partnership.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
partnership's outputs.	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.
5. Understand how to communicate effectively within a partnership.	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.
6. Understand the wider context within which a partnership operates.	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.

Scope of learning for the unit

The unit aims to enable learners to understand effective partnership working in the teaching and learning context. It includes understanding the purpose and nature of partnership working and the purpose, aims, objectives, structure and management of the specific partnership. It also involves communicating effectively within a partnership and understanding the wider context within which partnership operates.

The learner should have an understanding of key government policies and initiatives or specific partnerships. They should be to identify key stakeholders relating to the partnership, summarising their potential contributions and reviewing the opportunities and challenges of working within a partnership.

This is a theoretical unit and does not require any teaching practice. However assessment must include evidence of drawing on a specific case study.

Teaching should cover:

- What is partnership working and how can it be effective e.g. sharing knowledge, filling skills gaps, providing extra resource.
- Models of partnerships e.g. franchise, collaboration, sub-contractor.
- Stakeholders within partnerships and managing relationships.

- Setting ground rules, boundaries and ways of working to improve relationship management.
- Performance indicators to measure effectiveness – monitoring methods, SMART targets.
- What is a successful output? Use examples of different partnerships to identify outputs and measure effectiveness of performance indicators set.
- Communication and information flows within a partnership.
- Codes of practice and how they affect partnership working.
- Key government policies and initiatives and how they impact on partnerships e.g. Skills Funding Agency Prime Contractors, LEPs.

Unit Title	Equality and Diversity
Ofqual unit reference number (code)	Y/503/5789
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	25
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the key features of a culture which promotes equality and values diversity.	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.
2. Understand the importance of promoting equality and valuing diversity in lifelong learning.	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.
3. Be able to promote equality and value diversity.	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.
4. Understand how to help others in the promotion of equality and valuing of diversity.	4.1. Describe actions by individuals which can undermine equality and diversity. 4.2. Recommend modifications to systems and structures which do not promote equality and diversity.
5. Be able to review own	5.1. Reflect on own strengths in promoting equality and valuing

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
contribution to promoting equality and valuing diversity in lifelong learning.	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.

Scope of learning for the unit

The aim of this unit is 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. Learners should have an understanding of organisational culture and explain how this may be affected by own practice. They should understand how actions by individuals can undermine equality and diversity. Learners should have a good understanding of the Equality Act and the implications for their practice when implementing the requirements of the Act.

This is a theoretical unit and does not require teaching practice.

Teaching should cover:

- Defining the meaning of equality and diversity including values, opinions, respect, inclusivity and the benefits of promoting Equality and Diversity in the classroom. This could include allowing equal access to opportunities, raising awareness, mutual respect for others and their beliefs and values.
- Legislation including Equality Act 2010, and employment legislation as well as internal policy.
- Safeguarding learners, implications of not promoting Equality and Diversity.
- Promoting an Equality and Diversity culture and the role that own behaviour can have on influencing the organisational culture.
- Language appropriacy. Use of inclusive communication approaches including non-verbal communication.
- Ethical and professional behaviour.
- Sharing good practice within an organisation including how one's own behaviour acts as a role model.
- Challenging discrimination – strategies, interventions, implications on individuals/organisation of not challenging.

- Dealing with bullying and harassment.

Unit Title	Evaluating Learning Programmes
Ofqual unit reference number (code)	K/505/1091
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	3
GLH	15
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the principles and methods of evaluating learning programmes.	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.
2. Be able to plan the evaluation of a learning programme.	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.
3. Be able to evaluate the effectiveness of a learning programme.	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.

Scope of learning for the unit

The aim of this unit is to enable learners to understand the principles of evaluating learning programs and use evaluation methods and data to understand how these can be used to improve learning programmes. Learners should understand the impact of guidelines and legislation on data collection and analysis. Although there are theoretical aspects to the unit, there is an expectation that the learner carries out an actual evaluation of a learning programme. They should be able to identify relevant method of evaluation and apply the methods to evaluate the programme, collecting and analysing data to evaluate its effectiveness.

This is a theoretical unit and does not require teaching practice.

Teaching should include:

- Principles of evaluating learning e.g. information collection and analysis, problem solving, improvement plans, policies action planning.
- Analysis of effectiveness of learning programmes – methods of collecting information, stakeholders involved in the learning programme and their needs and views, formal and informal approaches.
- Data analysis and presentation methods including the use of technology.
- Qualitative and quantitative data and their use in analysing the effectiveness of a learning programme.
- Legislation and guidance on data collection and analysis including the Data Protection Act and internal guidelines and Awarding Organisation guidance where necessary.
- Contingency strategies and contingency plans to ensure effective implementation of learning programmes.
- Action Planning.
- Resource implications.

Unit Title	Inclusive Practice
Ofqual unit reference number (code)	L/503/5384
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	15
GLH	50
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand factors which influence learning.	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.
2. Understand the impact of policy and regulatory frameworks on inclusive practice.	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.
3. Understand roles and responsibilities relating to inclusive practice.	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.
4. Understand how to create and maintain an inclusive learning environment.	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.
5. Understand how to evaluate own inclusive practice.	5.1. Review the effectiveness of own inclusive practice. 5.2. Identify own strengths and areas for improvement in

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	relation to inclusive practice. 5.3. Plan opportunities to improve own skills inclusive practice.

Scope of learning for the unit

The aim of this unit is to develop the learners’ understanding of inclusive practice. It includes factors influencing learning and legislation relating to inclusive practice. This will include the Equality Act 2010 and the impact of the Act on the organisation’s policies and procedures. It also includes roles and responsibilities relating to inclusive practice, how to create and maintaining inclusive learning environments and evaluating own inclusive practice.

This is a theoretical unit, and does not have to be assessed through a teaching practice.

Teaching should include:

- Factors affecting learning:
 - Personal, social, cultural, economic, and disability – both physical disabilities and learning difficulties.
- Teaching and learning opportunities that can be used with learners to support those with physical or learning disabilities.
- Regulatory frameworks and policy influencing inclusive practice including:
 - Equality Act
 - Widening participation
 - Embedding English and math
 - Access to observation
 - Assessment for Learning
 - Awarding Organisation requirements
 - General Conditions of recognition
 - Organisational policy
 - Teaching and learning strategies.
- Own role in inclusive practice.
- Differentiation to support individual needs.
- Adapting resources.
- Promoting respect and specific attitudes and behaviours.

- Other professionals involved in inclusive practice, both internal and external to the organisation, identifying their roles and strategies to ensure a cohesive learning programme e.g. counsellors, exams officers, learning support, financial support health and welfare officers.
- Planning for self-improvement in providing and delivering inclusive practice.
- Safeguarding and promoting a safe and secure environment.
- Challenging discrimination.

Unit Title	Preparing for the Coaching Role
Ofqual unit reference number (code)	J/505/0188
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	3
GLH	15
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand own role and responsibilities in relation to coaching.	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.
2. Understand the use of coaching in a specific context.	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: <ul style="list-style-type: none"> • data protection • privacy • confidentiality and • safeguarding and disclosure. 2.4. Identify sources of support to deal with issues which are outside of own expertise or authority. 2.5. Explain what constitutes a safe and comfortable environment for a coaching session.
3. Understand how to identify client goals and outcomes.	3.1. Analyse ways of identifying and agreeing outcomes and goals with clients.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	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.

Scope of learning for the unit

The aim of this unit is to prepare the learners with a coaching role by analysing the role of the coach and the use of coaching in the specific context. This is a theoretical unit and does not require any practice. Learners should understand legal and organisational requirements specifically around data protection, privacy, confidentiality and safeguarding and disclosure.

Teaching should include:

- What is coaching and how can it be used?
- Skills and qualities required for a coaching role e.g. supporting, listening skills, motivational, communication boundaries.
- Analysing own values, behaviours and attitudes and identifying the impact of these on the success of the coaching role.
- Emotional awareness and emotional intelligence theory, explaining the impact of own lever of awareness on the coaching role.
- Boundaries and setting ground rules and the importance of establishing this when commencing the coaching role.
- Promoting equality and diversity.
- Ensuring non-bias in interactions.
- Importance of building a relationship – identifying needs, establishing support needs, communication skills and negotiating approaches to be used.
- Benefits of coaching for specific contexts eg to improve performance.
- Examples of good practice in coaching – ExcellenceGateway.org.uk has examples of both coaching and mentoring.

- Legal and organisational requirements e.g. Data Protection, Confidentiality, Equality Act, Safeguarding, understanding the impact of a disclosure on self and coachee and who to turn to for support where this happens.
- Setting SMART outcomes and goals.
- What a coaching agreement is and why it is important.

Unit Title	Preparing for the Mentoring Role
Ofqual unit reference number (code)	L/505/0189
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	3
GLH	15
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand own role and responsibilities in relation to mentoring.	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.
2. Understand the use of mentoring in a specific context.	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: <ul style="list-style-type: none"> • data protection • privacy • confidentiality and • safeguarding and disclosure. 2.4. Identify sources of support to deal with issues which are outside of own expertise or authority. 2.5. Explain what constitutes a safe and comfortable environment for a mentoring session.
3. Understand how to identify client goals and outcomes.	3.1. Analyse ways of identifying and agreeing outcomes and goals with clients.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	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.

Scope of learning for the unit

The aim of this unit is to prepare the learners for the mentoring role by analysing the role of the mentor and use of mentoring in the specific context. This is a theoretical unit and does not require any practice. Learners should have a good awareness of the legal and organisational requirements specifically around data protection, privacy, confidentiality and safeguarding and disclosure.

Teaching should include:

- What is mentoring and how can it be used?
- Skills and qualities required for a mentoring role e.g. supporting, listening skills, motivational, communication boundaries.
- Analysing own values, behaviours and attitudes and identifying the impact of these on the success of the mentoring role.
- Emotional awareness and emotional intelligence theory, explaining the impact of own level of awareness on the mentoring role.
- Boundaries and setting ground rules and the importance of establishing this when commencing the mentoring role.
- Promoting equality and diversity.
- Ensuring non-bias in interactions.
- Importance of building a relationship – identifying needs, establishing support needs, communication skills and negotiating approaches to be used.
- Benefits of mentoring for specific contexts e.g. to improve performance.
- Examples of good practice in mentoring – ExcellenceGateway.org.uk has examples of both coaching and mentoring.

- Legal and organisational requirements e.g. Data Protection, Confidentiality, Equality Act, Safeguarding, understanding the impact of a disclosure on self and mentee and who to turn to for support where this happens.
- Setting SMART outcomes and goals.
- What a mentoring agreement is and why it is important.

Unit Title	Preparing for the Personal Tutoring Role
Ofqual unit reference number (code)	T/505/1093
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	3
GLH	15
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand own role and responsibilities in relation to the personal tutoring role.	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.
2. Understand factors affecting learners' approaches to learning.	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 which identify learners at risk of disengaging from learning.
3. Understand the use of personal tutoring in a	3.1. Describe the range of support available for learners within a specific context.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
specific context.	3.2. Explain legal and organisational requirements to: <ul style="list-style-type: none"> • data protection • copyright • privacy • confidentiality and • 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.
4. Understand how personal learning targets are created and monitoring.	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.

Scope of learning for the unit

The aim of this unit is to prepare the learners to 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 the specific context and target setting. This is a theoretical unit and does not require any practice or observation of practice. Learners should have a good awareness of the legal and organisational requirements related to data protection, copyright, privacy, confidentiality and safeguarding and disclosure.

Teaching should include:

- What is a personal tutor and how can it be used?
- Skills and qualities required for a role as a personal tutor e.g. supporting, listening skills, motivational, communication boundaries.
- Analysing own values, behaviours and attitudes and identifying the impact of these on the success of the personal tutor role.
- Emotional awareness and emotional intelligence theory, explaining the impact of own level of awareness on the personal tutor role.
- Boundaries and setting ground rules and the importance of establishing this when commencing the personal tutor role.
- Promoting equality and diversity.
- Ensuring non-bias in interactions.

- Barriers to learning including socio-economic, educational, financial and beliefs and how these impact on learners' needs and aspirations.
- Motivation skills and empowering learners.
- Self-advocacy and its role in empowering learners.
- What are transferable skills and why is it important that learning programmes include development of these skills.
- Recognition of prior learning, credit transfer and exemption – their role in streamlining assessment to support learner achievement.
- Strategies for engaging learners in learning – use of learning styles, inclusive approaches, supporting individual needs, group and practical activities.
- Factors related to identifying learners at risk of disengaging e.g. attendance patterns, behaviour, lack of progress, lack of progress, poor results.
- Support available both internally and externally e.g. student/learner support, external agencies and services and evaluating strategies for collaborative working including the role of meetings, sharing records, giving feedback.
- Legal and regulatory frameworks and organisational procedures e.g. Equality and Diversity, data protection, copyright, safeguarding.
- Examples of individual learning plans including good practice in setting and reviewing targets.
- SMART targets.
- Role of peer and self-assessment to identify progress.

Unit Title	Principles and Practice of Lipreading Teaching
Ofqual unit reference number (code)	L/504/0231
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	12
GLH	48
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the physiological processes and psychological functions of hearing.	1.1. Identify the physiological processes involved in hearing. 1.2. Identify the psychological functions of hearing.
2. Understand the effects of acquired hearing loss.	2.1. Analyse factors which 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.
3. Understand ways in which amplification and lipreading are optimised by those with hearing loss.	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.
4. Understand the phonology of spoken English and its application to lipreading learning and teaching.	4.1. Explain aspects of the phonology of spoken English which 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.
5. Be able to use specialist techniques and	5.1. Explain and demonstrate the use of voice and device techniques in supporting lipreading development.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
methodology for teaching lipreading.	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.
6. Understand assistive aids and services available to those with acquired hearing loss.	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.

Scope of learning for the unit

The aim of this unit is to provide learners with specialist knowledge, understanding and specialist techniques needed to become an effective teacher is like reading two adults. The learning outcomes must be assessed in a teaching and learning environment. Simulations are not permitted. There is a requirement to observe and assess practice in this unit, particularly in Learning Outcome 5. It is expected that this unit is delivered and assessed by a specialist lipreading tutor.

Teaching should include:

- What skills/strategies are required in lipreading:
 - Training eyes to help hearing
 - non verbal cues – reading facial expression and body language
 - anticipating information
 - watching mouth movements.
- Physiological hearing processes e.g. process of transforming sound vibrations into nerve impulses, how sound is produced, role of the different parts of the ear and route to the brain. YouTube may have video clips to support.
- Factors leading to acquired hearing loss e.g. age, occupational noise, recreational noise, illness/medication. The effects of hearing loss on psychological, social and emotional development and on education and employment.
- Types of hearing loss and potential aids/implants used to support hearing loss e.g. conductive hearing loss, sensorineural and mixed hearing loss.
- Optimum conditions for lip-reading and using a hearing aid e.g. environmental conditions, background noise, lighting, distance between speaker and lipreader.
- Teaching lipreading – difficult sounds to lipread – consonant sounds are easy to see, but hard to hear, vowel sounds are easy to hear but difficult to see.

- Phonology of spoken English.
- Services offered by agencies and organisations to those with hearing loss.

Internet resources

www.hearinglink.org – psychological and social impact of acquired hearing loss.

www.actiononhearingloss.org.uk

www.ndcs.org.uk

Unit Title	Specialist Delivery Techniques and Activities
Ofqual unit reference number (code)	R/504/0229
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	9
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the role of specialist delivery techniques in a specific area.	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.
2. Be able to develop specialist delivery techniques and learning activities in own specific area.	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.
3. Be able to use specialist delivery techniques and learning activities.	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.
4. Be able to evaluate own practice in relation to specialist delivery techniques.	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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	techniques.

Scope of learning for the unit

This unit aims to enable the learner to explore the use of specialist delivery techniques in their own specialist vocational subject area. The learning outcomes must be assessed in the teaching and learning environment. Simulation is not permitted. Some of the assessment criteria may be cross-referenced against the teaching practice file.

Teaching should include:

- Specialist delivery methods including behaviourist, cognitive and humanist theories of learning and how they relate to specialist delivery techniques.
- The use of technology in deliver including online and blended approaches.
- Selecting the most appropriate delivery techniques to meet the context and the learners' needs.
- Range of delivery techniques e.g. demonstration, role play, games, discussion, online, experimentation etc. to meet objectives.
- Meeting the needs of learners through specific delivery techniques, e.g. through the use of practical resources, specialist IT equipment, e.g. tablets, voice recognition software etc.
- Identifying relevant support to help to identify the most appropriate delivery technique to use – including using the learner themselves.
- Exploring good practice within the group in the use of specialist delivery techniques and resources.
- Adapting resources and activities for specific learner needs.

Unit Title	Teaching in a Specialist Area
Ofqual unit reference number (code)	J/505/1096
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	15
GLH	50
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	N/A

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the aims and philosophy of education and training in a specialist area.	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.
2. Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area.	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.
3. Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area.	3.1. Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area. 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.
4. Understand how to use resources for inclusive teaching and learning in a specialist area.	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.
5. Be able to work with others within a specialist area to	5.1. Liaise with others within a specialist area to develop own practice.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
develop own practice.	5.2. Review the impact of liaison with other teachers and trainers within own specialist area on own practice.
6. Be able to evaluate, improve and update own knowledge and skills in a specialist area.	6.1. Review the effectiveness of own knowledge and skills in a specialist area. 6.2. Identify own strengths and areas for improvements in relation to practice in a specialist area. 6.3. Identify opportunities to improve and update own knowledge and skills in a specialist area.

Scope of learning for the unit

This unit aims to develop the learners' knowledge and skills in relation to teaching in a specialist area. This specialist area may be a vocational or subject area. It includes consideration of the aims and philosophy of education and training in this 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 this specialist area. This is a theoretical unit and does not require any teaching practice or observation of practice.

Teaching should include:

- Key aims of education and training in own specialist area e.g. up to date information from appropriate professional and vocational bodies and standards, motivating learners and extending their knowledge.
- Philosophical issues relating to education and training e.g. professional values and standards, approaches to teaching specialist knowledge to suit content.
- Aims and structures of key qualifications in specialist area e.g. awarding organisation requirements, national occupational standards, qualification specifications, style of approach e.g. unitary, modular or holistic approach and how these link to planning and preparing a learning programme.
- Inclusive learning techniques including the use of new technology, VLE (Virtual Learning Environments) interactive whiteboards, adapting a range of specialist teaching and learning resources.
- Collaborative working e.g. team working, cross college working, use of staff development and INSET. Explaining impact of collaborative working/liasion with others to develop own practice.

Unit Title	Understanding and Managing Behaviours in a Learning Environment
Ofqual unit reference number (code)	Y/505/1099
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	6
GLH	20
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	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.

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand potential factors leading to behaviours that disrupt a learning environment.	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.
2. Understand organisational policies relating to managing behaviours in a learning environment.	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.
3. Be able to promote behaviours that contribute to a purposeful learning environment.	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.
4. Be able to manage behaviours that disrupt a purposeful learning environment.	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.
5. Be able to evaluate own practice in managing	5.1. Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
behaviours in a learning environment.	environment. 5.2. Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment.

Scope of learning for the unit

The unit aims to enable learners to manage behaviours in the learning environments. It includes understanding the characteristics and impact of behaviours in the learning environments, related legislation and organisational policies. It also includes promoting behaviours that contribute to purposeful learning environments, managing destructive behaviours and evaluating own practice in managing behaviours in a learning environment. The learning outcomes must be assessed in the teaching and learning environment. Simulation is not permitted. There is a requirement to observe and assess practice in this unit.

Teaching should include:

- Behaviours identified in a classroom environment e.g. bullying, confrontation, body language – verbal and non-verbal communication, disruption and the impact of these on peers and tutor.
- Factors contributing to behaviours in a learning environment e.g. social, medical, personal factors, peer pressure, lack of respect and the impact on the learning environment.
- Key legislation related to managing behaviour e.g. Common Inspection Framework, Human Rights, Education Act, Equality Act.
- Organisational policies and their role in managing behaviour.
- Theories of behaviour management including Skinner (operant conditioning and reinforcement), student centred approach, active listening, Glasser’s Control Theory, assertive discipline approach, inclusive learning, rewards, facilitating.
- Managing behaviours e.g. changing seating arrangements, differentiation reinforcing ground rules, facilitating learning.
- At this level learners must be able to describe behaviours and explain legislation and behaviour management techniques. The learner should evaluate the effectiveness of own practice in relation to managing behaviours in a learning environment.

Unit Title	Understanding and Managing Behaviours in a Learning Environment
Ofqual unit reference number (code)	L/505/1102
Unit Level	Five
Unit Sub Level	None
Unit Credit Value	6
GLH	20
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	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.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the characteristics and impact of behaviours in a learning environment.	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.
2. Understand legislation and organisational policies relating to managing behaviours in a learning environment.	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.
3. Be able to apply theories of behaviour management to create and maintain a purposeful learning environment.	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.
4. Be able to evaluate own practice in managing behaviours in a learning environment.	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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:

Scope of learning for the unit

The 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 destructive behaviours and evaluating own practice in managing behaviours in a learning environment. 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.

Teaching should include:

- Behaviours identified in a classroom environment e.g. bullying, confrontation, body language – verbal and non-verbal communication, disruption and the impact of these on peers and tutor.
- Factors contributing to behaviours in a learning environment e.g. social, medical, personal factors, peer pressure, lack of respect and the impact on the learning environment.
- Key legislation related to managing behaviour e.g. Common Inspection Framework, Human Rights, Education Act, Equality Act.
- Organisational policies and their role in managing behaviour.
- Theories of behaviour management including Skinner (operant conditioning and reinforcement), student centred approach, active listening, Glasser’s Control Theory, assertive discipline approach, inclusive learning, rewards, facilitating.
- Managing behaviours e.g. changing seating arrangements, differentiation reinforcing ground rules, facilitating learning.
- At this level, learners should analyse behaviours, legislation, behaviour management techniques and the effectiveness of own practice in relation to managing behaviours in a learning environment.

Unit Title	Working with the 14-19 Age Range in Education and Training
Ofqual unit reference number (code)	D/505/1105
Unit Level	Four
Unit Sub Level	None
Unit Credit Value	9
GLH	30
Review Date (dd/mm/yyyy)	31/05/2017
Sector Subject Areas	13.1 Teaching and Lecturing
Unit Grading Structure	Pass
Availability	Shared
Restricted Organisations	N/A
Assessment Guidance	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.

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand national developments in educational provision for the 14-19 age range.	1.1. Explain national policies and initiatives for the education of the 14-19 age range. 1.2. Analyse the relationship between schools and other providers of learning for the 14-19 age range.
2. Understand roles and responsibilities of teachers working with the 14-19 age range.	2.1. Describe the legal framework and key legislation relating to teachers working with the 14-19 age range. 2.2. Analyse own role and responsibilities in relation to working with the 14-19 age range. 2.3. Evaluate impact on own practice of legislation relating to working with the 14-19 age range.
3. Be able to plan learning to meet the needs of individual 14-19 learners.	3.1. Analyse teaching, learning and assessment approaches for use with 14-19 learners. 3.2. Plan learning sessions for 14-19 learners, taking account of: <ul style="list-style-type: none"> • own analysis of teaching, learning and assessment approaches for use with 14-19 learners • curriculum requirements and • individual learner needs.
4. Be able to deliver learning to meet the needs of individual	4.1. Use teaching and learning approaches that take account of:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
14-19 learners.	<ul style="list-style-type: none"> • own analysis of teaching and learning approaches for use with 14-19 learners • curriculum requirements and • individual needs of 14-19 learners. 4.2. Use assessment methods that take account of: <ul style="list-style-type: none"> • own analysis of assessment approaches for use with 14-19 learners • curriculum requirements and • individual needs of 14-19 learners.
5. Be able to evaluate own practice in working with the 14-19 age range.	5.1. Evaluate own practice in working with 14-19 learners. 5.2. Identify areas for improvement in own practice in working with 14-19 learners.

Scope of learning for the unit

This unit aims to develop an understanding of national educational policy, initiatives and provision for the 14 to 19 age range and the teaching skills required to work with this age group. The learning outcomes must be assessed in the teaching and learning environment stop simulation is not permitted. There is a requirement to observe and assess practice in this unit.

Teaching should include:

- Relevant provision for 14-19 year olds, including Study Programmes, 14-16 year olds in Further Education, apprenticeships.
- The role of different providers for 14-19 year olds e.g. Schools, further education, academies, sixth forms, workplace.
- Legal framework and legislation related to working with 14-19 year olds e.g. safeguarding, Equality Act, health and safety, CRB checks and organisational policy and procedure.
- Own role in working with 14-19 year olds e.g. acting as mentor, tutor, assessor, safeguarding learners, inclusive learning, confidentiality.
- Teaching, learning and assessment approaches including initial diagnostic, formative and summative, learning styles, inclusive learning.
- Setting SMART aims and objectives for lesson planning that meet curriculum requirements and individual learner needs.

5. Assessment and Evidence

The NOCN Level 4 Certificate in Education and Training (QCF) is an **internally** assessed qualification. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Level 4 Certificate in Education and Training (QCF) is a **vocationally based** qualification and as such, the units offer the opportunity for learners to achieve a balance of practical skill and knowledge.

Centres must ensure that knowledge based learning is substantive, and relevant to the work or events likely to be encountered in the course of a **teaching** or training role.

The centre must ensure that the assessment activities are:

Valid The assessment activity **must** be fit for purpose which means that the assessment tasks measure the intended outcomes of the unit. They should afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria at the appropriate level.

Sufficient The assessment activities afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria.

Reliable Assessment activities must generate clear and consistent outcomes across all assessors.

Although the activities may be applied to differing scenarios and in different contexts, with different learners, the evidence sought by the activity must be assessed with a universal standard to ensure that the resulting assessment decisions are consistent across all assessors and centres offering the qualification.

Authentic Evidence presented must be the learner's own work.

5.1 Fair and Equitable Assessment

Assessment within the NOCN Level 4 Certificate in Education and Training (QCF) is designed to be accessible and inclusive.

The assessment methodology is appropriate for individual assessment or for groups of learners.

5.2 Learners with Particular Requirements

If you are an NOCN Recognised Centre and have learners with particular requirements, please see the 'NOCN Access to Fair Assessment Policy and Procedure' in the NOCN Centre Handbook by logging on to www.nocn.org.uk Centres/Processes and Documents.

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires policy statements on Equal Opportunities, Diversity and Disability Discrimination. These policy statements are then checked and confirmed through the Quality Review and Risk Assessment process. Please contact compliance@nocn.org.uk for further details.

5.3 Recognised Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already, as a consequence, they do not need to undertake a course of learning.

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment.

When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

5.4 Functional Skills

Functional Skills form a vital part of the Apprenticeship Framework to which this qualification is linked. The learning required for the NOCN Level 4 Certificate in Education and Training (QCF) can contribute towards the learning required for Functional Skills.

- English Skills can be practised through statements, descriptions and explanations of practical work carried out, as well as through research and interactions with colleagues.
- ICT skills can be developed when storing and referencing work, word-processing, using spreadsheets etc. and research.
- Mathematics skills can be developed during research methods such as analysis of data and statistics.

Learners are required to demonstrate that they have achieved the minimum core in English, mathematics and ICT within their own work and, for the teaching practice file, they should demonstrate how they support learners' skills in these areas.

For more information see the Functional Skills criteria for English, ICT and/or maths on the NOCN website: www.nocn.org.uk

5.5 Assessment and Evidence for the units

Centres can use a variety of assessment activities to capture evidence of learners' understanding, particularly for the optional units. Activities may include:

- Case Studies
- Oral Question and Answer
- Role Play/Simulation
- Report
- Practice file
- Reflective Log or Diary
- Practical Demonstration
- Written Question and Answer/Test/Exam

The forms provided in the Appendices for gathering learner evidence against the individual assessment criteria are optional forms. Centres can use their own paperwork provided they can ensure that the work is ordered and portfolio references provided as required.

Appendix 1 - Resource suggestions

Suggested Reading for Teacher Training Qualifications

Curzon, L,B, (2004) (6th edition) Teaching in Further Education. An outline of Principles and Practice -Continuum International Publishing Group

Daines,J, Daines,C and Graham, B. (2006) Adult Learning, Adult Teaching. Welsh Academic Press

Reece I, Walker,S (2007) Teaching Training & Learning

Gravells A (2012) (5th Edition) Preparing to Teach in the Lifelong Learning Sector: The New Award: Sage Publications

Francis, M, Gould, J, (2012) (2nd edition) Achieving your PTLLS Award – A Practical Guide to Successful Teaching in the Lifelong Learning Sector: SAGE Publications

Petty, G (2007) (4th edition) Teaching Today. Nelson Thornes

Wallace, S. (2007) Managing Behaviour in the Lifelong Learning Sector. Learning Matters.

Gravells A The Award in Education & Training (Lifelong Learning Series) Coming soon

Websites

Equality & Diversity www.edf.org.uk

Observation of teaching & learning/Initial Assessment www.excellencegateway.org.uk

Institute for learning www.ifl.ac.uk

National Research and Development Centre for literacy/numeracy www.nrdc.org.uk

NOCN www.nocn.org.uk

Plagiarism www.plagiarism.org

Post Compulsory Education & Training Network www.pcet.net

Qualification & Curriculum Development Agency www.qca.org.uk &
www.education.gov.uk

Times Education Supplement www.tes.co.uk

Learning Styles www.vark-learn.com

Health and Safety Executive- hse.gov.uk

Office for standards in education- Ofsted.gov.uk

Note: *this is not an exhaustive list*

Appendix 2 - Summary of practice, including observed and assessed practice, requirements for the mandatory units

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Mandatory units			
Understanding roles, responsibilities and relationships in education and training Level 3 (Mandatory unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
Planning to meet the needs of learners in education and training Level 4 (Mandatory unit)	No	No	Although there is no requirement for practice for this unit, it may be possible to use evidence from assessed observations towards meeting some of the learning outcomes for this unit.
Delivering education and training Level 4 (Mandatory unit)	Yes	Yes	The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice. To be eligible for the award of credit for any one of the three units where practice is required, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.
Assessing learners in education and training Level 4 (Mandatory unit)	Yes	Yes	The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice. To be eligible for the award of credit for any one of the three units where practice is

			required, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.
Using resources for education and training Level 4	Yes	Yes	The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice.

Appendix 3 - Assessment Documentation

1. Learner Evidence Record Unit 1

NOCN Level 4 Certificate in Education and Training (QCF)

Unit Title: Understanding Roles, Responsibilities and Relationships in Education and Training

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1.				
1.2.				
1.3.				

Learner Signature: _____

Tutor Signature: _____

Confirmation of Achievement of Unit – Date: _____

NOCN Level 4 Certificate in Education and Training (QCF)



Evidence Record cont....

NOCN Level 4 Certificate in Education and Training (QCF)

Unit Title: Understanding Roles, Responsibilities and Relationships in Education and Training

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
2.1.				
2.2.				
2.3				

Learner Signature:

Tutor Signature:

Confirmation of Achievement of Unit – Date:

Appendix 4 – Feedback Sheet

Feedback Sheet

Tutor/Assessor Comments:

Learner comments:

Tutor/assessor sign:

Date:

Learner sign:

Date:

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