



Qualsafe
Level 4 Certificate in
**Education and
Training** (RQF)

Qualification Specification

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Key qualification information

Qualification number:	603/7371/4
Operational start date:	24 May 2021
Total Qualification Time (TQT):	360
Guided Learning Hours (GLH):	140
Credit value:	36
Number of units:	5 mandatory units Group A: All units must be achieved in this group Optional Units Group B: 15 credits must be achieved in this group

Assessment Methods:	<ul style="list-style-type: none">• Theory assessment<ul style="list-style-type: none">– written assignments– written questions• Practical assessment<ul style="list-style-type: none">– 3 observed practical teaching assessments totalling 3 hours• Teaching practice<ul style="list-style-type: none">– total 30 hours
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Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Mental Health First Aid; Licensing; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in other sectors such as mental health, you can be confident that you are truly working with the industry experts.

Qualification overview

This qualification forms part of the QA Education and Training suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- National Occupational Standards for Learning and Development
- 2014 Professional Standards for Teachers and Trainers in Education and Training

This QA qualification is designed to provide Learners with the teaching/training knowledge, understanding and the skills required in the further education and skills sector.

This qualification specification provides information for Centres about the delivery of the Qualsafe Level 4 Certificate in Education and Training (RQF) and includes the unit information and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Learners by enabling them to attain the knowledge, understanding and skills required to prepare them for teaching in a wide range of contexts. It will help the Learner to build an understanding of the specific roles and responsibilities related to planning and delivering inclusive training sessions and how to assess Learners giving them constructive and developmental feedback.

Intended audience

This qualification is designed to prepare individuals who would like to work or currently work in the further education and skills sector, e.g. Further Education (FE) College, Independent Training Providers and/or Local Authorities. Learners might include:

- Individuals not currently teaching or training but who can meet the practice requirements, including the observed and assessed practice requirements of the qualification
- Individuals currently teaching and training, including those new to the profession who can meet the practice requirements, including the observed and assessed practice requirements of the qualification
- Individuals currently working as Assessors who want to achieve a qualification who can meet the practice requirements, including the observed and assessed practice requirements of the qualification

Structure

This qualification contains 5 mandatory units and a selection of optional units with a Total Qualification Time (TQT) of 360 hours. Full details of these units are in *Appendix 1*.

Learners must complete all assessments in all units successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 24 months.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 140 GLH
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 220 hours

Minimum number of credits that must be achieved	36
Number of mandatory credits that must be achieved	21
Number of optional credits that must be achieved	15
Minimum number of credits that must be achieved at Level 4 or above	21
Teaching practice hours	30

Mandatory Units – Group A

Unit	Unit reference number	Units	Level	Credit value	Guided learning hours
All units must be achieved from this group					
1	H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	3	12
2	A/505/1189	Planning to meet the needs of Learners in education and training	4	3	15
3	M/505/0122	Delivering education and training	4	6	24
4	F/505/0125	Assessing Learners in education and training	4	6	24
5	L/505/0127	Using resources for education and training	4	3	15

Optional Units – Group B

Unit	Unit reference number	Units	Level	Credit value	Guided learning hours
15 credits must be achieved from this group					
6	603/1081/9	Understanding the principles and practices of assessment	3	3	24
7	H/601/5314	Assess occupational competence in the work environment	3	6	30
8	F/601/5319	Assess vocational skills, knowledge and understanding	3	6	30
9	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45

10	A/601/5321	Internally assure the quality of assessment	4	6	45
11	F/502/9551	Engage Learners in the learning and development process	3	6	30
12	Y/502/9555	Engage with employers to develop and support learning provision	3	6	25
13	K/502/9544	Identify individual and development needs	3	3	24
14	J/503/4850	Analysing english language for literacy and language teaching	3	3	15
15	R/503/4852	Reading skills for literacy and language teaching	3	3	15
16	D/503/4854	Speaking and listening skills for literacy and language teaching	3	3	15
17	K/503/4856	Writing skills for literacy and language teaching	3	3	15
18	A/503/4859	Using mathematics: personal and public life	3	6	30
19	F/503/4863	Using mathematics: professional and vocational contexts	3	6	30
20	T/503/4861	Using mathematics: academic subjects	3	6	30
21	F/505/0187	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	3	6	30
22	A/502/9547	Develop and prepare resources for learning and development	4	6	25
23	M/502/9545	Develop learning and development programmes	4	6	30
24	D/502/9566	Engage with employers to facilitate workforce development	4	6	30
25	H/502/9543	Identify the learning needs of organisations	4	6	30
26	F/6045322	Understanding the principles and practices of externally assuring the quality of assessment	4	6	45
27	A/502/9550	Manage learning and development in groups	4	6	30
28	M/505/1089	Delivering employability skills	4	6	20
29	Y/503/5310	Effective partnership working in the learning and teaching context	4	15	50
30	Y/503/5789	Equality and diversity	4	6	25
31	K/505/1091	Evaluating learning programmes	4	3	15
32	L/503/5384	Inclusive practice	4	15	50
33	J/505/0188	Preparing for the coaching role	4	3	15
34	L/505/0189	Preparing for the mentoring role	4	3	15
35	T/505/1093	Preparing for the personal tutoring role	4	3	15
36	L/504/0231	Principles and practice of lipreading teaching	4	12	48
37	R/504/0229	Specialist delivery techniques and activities	4	9	30
38	J/505/1096	Teaching in a specialist area	4	15	50
39	Y/505/1099	Understanding and managing behaviours in a learning environment	4	6	20
40	D/505/1105	Working with the 14-19 age range in education and training	4	9	30

41	M/503/5376	Action learning to support development of subject specific pedagogy	5	15	50
42	T/503/5380	Action research	5	15	50
43	H/505/1090	Developing, using and organising resources in a specialist area	5	15	50

Related units

This qualification replaces the Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS). This qualification is only available at Level 4, however, Learners could progress to the Level 5 Diploma in Education and Training (RQF).

Recognition of Prior Learning (RPL)

Competency gained through achieving the unit *Understanding roles, responsibilities and relationships in education and training* may be used as Recognition of Prior Learning (RPL) towards the Level 4 Certificate in Education and Training (RQF) providing that qualification is achieved is current and the Learner can provide evidence of Continuing Professional Development.

Recognition of Prior Learning (RPL) is a process for recognising any learning undertaken or assessments attained by a Learner. The Learner must prove they have met the unit in question, in full, before RPL can be considered.

Any evidence submitted as RPL must be valid, authentic, reliable, current, sufficient and specific.

In some cases, Centres may need to produce mappings against QA learning outcomes and assessment criteria to confirm comparability of qualification certificates and/or evidence being submitted. Mapping templates created by QA must be used for this process. Please see the *QA Recognition of Prior Learning (RPL) Policy* for further details.

RPL is considered for this qualification with the following potential outcomes:

- Unit or units have been met

RPL for this qualification **must** be approved by QA prior to implementation. Note: Charges may apply.

Entry requirements

Learners must be at least 19 years old on the first day of the training. There are no other formal entry requirements but to benefit from the learning we advise that Learners consider a subject for delivery and hold the relevant qualifications and/or experience in their chosen area of expertise to be able to deliver it.

It is recommended all Learners undertake an initial assessment in English, Maths and ICT. If Learners do not meet this requirement, they must record their development needs and agree an action plan to address them.

The aim is for Learners to achieve Level 2 as a minimum.

Other course requirements

Centres must be confident that Learners will be able to provide evidence that they can achieve the required teaching practice in an appropriate location for delivery, which allows a trainee teacher to meet the required standards.

Variety in teaching/training practice is encouraged and should include varied aspects of training. Centres should advise Learners of this and the range of appropriate settings and contexts, such as: teaching across more than one level; teaching a variety of learners; teaching individuals and groups; experience of non-teaching roles; gaining subject specialist knowledge through workplace mentoring.

Progression

The Qualsafe Level 4 Certificate in Education and Training (RQF) may be used towards other qualifications at the same and higher level, plus aid career progression in a relevant profession.

A possible route of progression is:

- Level 5 Diploma in Education and Training (RQF)

Requalification requirements

It is not a requirement for Learners to renew this qualification, however it is recommended they keep up to date with current practice in teaching and learning through regularly participating in personal development opportunities.

Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

To secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

One Trainer/Assessor	Responsible for the delivery and assessment of qualifications
One Internal Quality Assurer	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Qualsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

Trainers

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Qualsafe Awards and provide evidence of:

1. A teaching or training qualification (see *Teaching qualifications* table)
2. Evidence of relevant teaching experience in an education or training context
3. Access to appropriate guidance and support
4. On-going participation in related programme quality assurance processes

Teaching qualifications	
B.Ed – Bachelor of Education	CTLLS – Certificate in Teaching in the Lifelong Learning Sector
Cert Ed – Certificate Education	DTLLS – Diploma in Teaching in the Lifelong Learning Sector
Further and Adult Education Teacher's Certificate	Level 4 Certificate in Education and Training (QCF or RQF)
M.Ed – Master of Education	Level 5 Diploma in Education and Training (QCF or RQF)
PGCE – Postgraduate Certificate in Education	S/NVQ Level 4 in Learning and Development

(If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable.)

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).

Assessors

All Assessors should have the skills, knowledge and experience to be able to assess the subject.

Each Assessor must be approved by Qualsafe Awards and provide evidence of holding:

1. A relevant vocational qualification and/or experience (see *Teaching qualifications* table)
2. Hold one of the following qualifications, or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment (QCF or RQF)
 - Level 3 Certificate in Assessing Vocational Achievement (QCF or RQF)
 - A1 Assess candidate performance using a range of methods
 - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence

There is no requirement for a separate Assessor when delivering this qualification. Trainers can perform the role of both Trainer and Assessor providing they meet the requirements for each role.

Assessors are expected to keep up to date with the subject area and provide evidence of continuing professional development.

Internal Quality Assurers

All Internal Quality Assurers (IQAs) should have the skills, knowledge and experience to be able to quality assure the subject. Each IQA must be approved by QA and provide evidence of:

- A teaching or training qualification, see *Teaching qualifications* table
- Relevant teaching experience
- Hold, or be working towards, a formal (regulated) IQA qualification. IQAs must follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 11 Internally monitor and maintain the quality of assessment*

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

Internal quality assurers must hold an acceptable quality assurance qualification:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)
- V1 or D34
- SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- PDA in Internal Verification of Workplace Assessment at SCQF level 8 (SQA Qualification)

Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

Area	Requirements:
Training venue	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Learning materials	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.

Course/Centre administration

Registering Learners

Register Learners with Qualsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the QA Customer Portal at: www.qualsafeawards.org

Centres will be given login details and guidance on using the QA Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner achieves the final unit.

QA have developed a verification tool that means the validity of every certificate can be verified online. This verification tool can be found on the QA website.

Delivery and support

Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 12 Learners to 1 Trainer. Never allow more Learners on the course than you can cater for during the assessment.

Delivery plan

Centres should consider the mode of delivery (full time, part time, evening, blended learning, etc.), which must accommodate Learners being involved in at least 30 hours of teaching practice.

Centres must create their own delivery plan and have it approved by us before delivering this qualification. The delivery plan should:

- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/learning outcomes are covered and the minimum 140 guided learning hours are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: info@qualsafeawards.org

Note: If a Centre chooses an additional optional unit(s) that was not submitted with the initial approval request, then Centres must create an additional delivery plan and submit it to us for approval before delivery.

Centres are encouraged to use electronic media in the delivery and assessment of this qualification. Media can include the use of digital and video recordings, electronic communication methods such as email and multimedia presentations, use of blogs and webcams to support Learners and the use of mobile devices such laptops, smartphones and palm devices.

Qualsafe at Home

This qualification can be delivered online using a virtual classroom. Further details about the requirements for delivering a Qualsafe at Home course are available to approved Centres in the 'Centre downloads' section of their QA Customer Portal. All Centres must seek approval for remote training by completing the *Qualsafe at Home Centre Application*. All Centre staff involved in the remote delivery and/or assessment for this qualification must read and understand all guidance and requirements in advance of delivery.

Learning materials

Centres must provide each Learner with suitable reference material that covers the lesson plans and learning outcomes for this qualification. We recommend: *The Certificate in Education and Training – Ann Gravells and Susan Simpson*

Centres can choose alternative books or other learning materials but these **must be approved** by Qualsafe Awards prior to use. Note: Charges may apply.

Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the units within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve

Assessment

The overall grade for the qualification is a pass.

The Learner must achieve all the required units as indicated in the specified qualification structure.

To pass a unit the Learner must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own

See *Appendix 1* and *Appendix 2* for specified individual unit assessment guidance where applicable.

Methods

Centres must devise assessment methods which provide valid, authentic, reliable, current and sufficient evidence to meet all learning outcomes and assessment criteria in all mandatory units and applied optional units. These assessments will be internally marked and externally moderated.

These should include sample assessment activities that cover:

- Theory assessment
 - written assignments
 - written questions
- Practical assessment – 3 observed practical teaching assessments totalling 3 hours
- Teaching practice – total 30 hours

Note: Simulations are not acceptable for teaching practice assessments.

There are 2 possible grades available of Pass or Fail. All areas of assessment must individually meet or exceed the required pass criteria/mark for the Learner to achieve this qualification.

All assessments must be approved by us before delivering this qualification and be emailed to info@qualsafeawards.org

Note: If a Centre chooses an additional optional unit(s) that was not submitted with the initial approval request, then Centres must create additional assessments and submit them to us for approval before delivery.

See *Appendix 1* for specified individual unit assessment guidance where applicable.

Access to assessment

Qualsafe Awards is committed to equality when designing the assessments for this qualification. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the *QA Access to Assessment Policy* to determine whether it is appropriate to make a:

- Reasonable adjustment or
- Special consideration

When a reasonable adjustment is made or requested, e.g. written or theory assessment delivered verbally, Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if they have been affected by adverse circumstances beyond their control. A Special Consideration Request Form should be completed and sent to QA for consideration with along supporting evidence prior to implementation. Centres should retain a copy of this form for their own records.

Note: If you have any suggestions for improvements, please let us know.

Learners should be informed about the Centre's and QA's appeals and complaints procedures and how they can access these. Information about these procedures can be found in the QA Training Commitment which should be presented to Learners during their course.

Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. Centres are required to adhere to QA's internal quality assurance requirements. Further details can be found in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres.

QA employs a risk-based model to decide the frequency of external quality assurance activity.

Further details of the QA external quality assurance programme are available in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Further information

Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: info@qualsafeawards.org

Tel: 0330 660 0899

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED www.qualsafeawards.org/home
- Office of Qualifications and Examinations Regulation (Ofqual): www.gov.uk/government/organisations/ofqual
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>
- Qualifications Wales: www.qualificationswales.org
- Education and Training Foundation: www.et-foundation.co.uk
- The Department for Education: <https://www.gov.uk/government/organisations/department-for-education>
- Council for the Curriculum Examinations and Assessment (CCEA): <https://ccea.org.uk/regulation>
- Excellence Gateway: www.excellencegateway.org.uk
- FE Advice: Becoming a Further Education teacher: www.feadvice.org.uk
- FE News – Further Education College and Training Provider Magazine: www.fenews.co.uk
- Learning and Work Institute: www.learningandwork.org.uk
- TES online network of teachers and resources: www.tes.co.uk

Appendix 1 – Qualification units

The Qualsafe Level 4 Certificate in Education and Training (RQF) has 5 mandatory units that Learners are required to complete in order to achieve the qualification. The Learner must also achieve 15 credits from the optional units (see *Appendix 2 – Optional units – Group B*).

Qualification unit 1

Title:	Understanding roles, responsibilities and relationships in education and training		
GLH:	12		
Level:	3		
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content	
1. Understand the teaching role and responsibilities in education and training	1.1 Explain the teaching role and responsibilities in education and training	Teaching roles examples: <ul style="list-style-type: none"> • teacher • trainer • coach • tutor • mentor • instructor • assessor • lecturer 	Responsibilities examples: <ul style="list-style-type: none"> • working with others • communicate effectively • enforcement of organisation policies and procedures • preparation and management of learning • assessment and record keeping • safety and security
	1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	Key aspects examples: <ul style="list-style-type: none"> • current government legislation, e.g. equality and diversity, health and safety • regulations • professional or vocational standards • awarding organisation requirements • organisation codes of practice 	

	<p>1.3 Explain ways to promote equality and value diversity</p>	<p>Identify individual learning needs examples:</p> <ul style="list-style-type: none"> • visual or auditory impairment • physical disability • language • learning difficulties • supporting individual learners <p>Others:</p> <ul style="list-style-type: none"> • peer working in group activities • challenging discrimination • group contracts
	<p>1.4 Explain why it is important to identify and meet individual Learner needs</p>	<p>Examples:</p> <ul style="list-style-type: none"> • recognising prior achievements • appropriate support • guidance to meet qualification requirements • access to learning • address knowledge or skills gap • promote learner involvement • ownership of targets
<p>2. Understand ways to maintain a safe and supportive learning environment</p>	<p>2.1 Explain ways to maintain a safe and supportive learning environment</p>	<p>Safe physical environment examples:</p> <ul style="list-style-type: none"> • appropriate venue • health and safety • accessible. <p>Supportive learning environment examples:</p> <ul style="list-style-type: none"> • managing structured learning environment • individual support • encouraging individual and pair working • group activities • negotiating ground rules

	<p>2.2 Explain why it is important to promote appropriate behaviour and respect for others</p>	<p>Establishing standards examples:</p> <ul style="list-style-type: none"> • policies and procedures • zero tolerance for bullying • valuing of individual • modelling of desired behaviours <p>Learner responsibility examples:</p> <ul style="list-style-type: none"> • Learner and group contracts 	
<p>3. Understand the relationships between teachers and other professionals in education and training</p>	<p>3.1 Explain how the teaching role involves working with other professionals</p>	<p>Team role examples:</p> <ul style="list-style-type: none"> • contributing to planning • researching provision • sharing assessment outcomes • communicating learner needs • negotiating support for learners • contributing to internal quality assurance • liaising with referral agencies. 	
	<p>3.2 Explain the boundaries between the teaching role and other professional roles</p>	<p>Personal boundaries examples:</p> <ul style="list-style-type: none"> • skill • experience • time • resources • job description <p>Professional boundaries examples:</p> <ul style="list-style-type: none"> • job description • team roles and responsibilities • management structures • lines of communication 	
	<p>3.3 Describe points of referral to meet the individual needs of Learners</p>	<p>Organisation systems and procedures examples:</p> <ul style="list-style-type: none"> • administration • additional learning support • learner services • websites • peer support 	<p>External agencies examples:</p> <ul style="list-style-type: none"> • specialist support • government agencies • work-related • employer

Qualification unit 2

Title:	Planning to meet the needs of learners in education and training	
GLH:	15	
Level:	4	
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content
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	<p>Role examples:</p> <ul style="list-style-type: none"> • information for course tutor • current levels knowledge and understanding • existing skills • achievements • motivation • background <p>Learning goals examples:</p> <ul style="list-style-type: none"> • requirements of learning programme • individual or group contracts • goals identified through learning or training needs analysis • long or short-term target setting • action plans • Individual Learning Plans (ILP)
	1.2 Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners	<p>Methods examples:</p> <ul style="list-style-type: none"> • negotiation • self-assessment • tutorial, discussion • recognising learning or skills gaps • agreeing support needs • need for referral as appropriate • liaise on behalf of learner
	1.3 Record learners' individual learning goals	<p>Recording examples:</p> <ul style="list-style-type: none"> • Individual Learning Plans (ILP) • action plans • paper-based or IT-based • organisation procedures for recording information • learner ownership



<p>2. Be able to plan inclusive teaching and learning in accordance with internal and external requirements</p>	<p>2.1 Devise a scheme of work in accordance with internal and external requirements</p>	<p>Curriculum requirements examples:</p> <ul style="list-style-type: none"> • interpretation of awarding body outcomes • requirements of professional/vocational standards • knowledge content • skills opportunities • sequencing of content • required level <p>Assessment requirements examples:</p> <ul style="list-style-type: none"> • methods and schedule • evidence requirements • moderation and standardisation <p>Learner requirements examples:</p> <ul style="list-style-type: none"> • learning preferences • individual and group work • equality of access • developing on and reinforcing learning • opportunities for study skills <p>Organisational requirements examples:</p> <ul style="list-style-type: none"> • standardisation • internal quality assurance • external quality assurance
	<p>2.2 Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements</p>	<p>Learning plans examples:</p> <ul style="list-style-type: none"> • aims and objectives • subject knowledge and skills content • timing • sequencing • range of approaches • linked assessment • opportunities for minimum core <p>Learner requirements examples:</p> <ul style="list-style-type: none"> • variety of learning and teaching activities • opportunities to demonstrate and practice skills • planned reflection • opportunities for feedback

	<p>2.3 Explain how own planning meets the individual needs of learners</p>	<p>Learner needs examples:</p> <ul style="list-style-type: none"> • recognition of differences • varied aspects of Kolb's Learning Cycle (activity, reflection, research, planning) • planning around Bloom's types of learning (knowledge, attitude, skill) • providing flexible approaches • resources-based learning, encouraging independent learning • learner-centred • opportunities to check and correct learning
	<p>2.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners</p>	<p>Adapting plans examples:</p> <ul style="list-style-type: none"> • negotiating to meet individual needs • alternative activities • individualise learning plans • extension activities • blended learning to increase flexibility • presentations • focus on group or collaborative activities • peer teaching
	<p>2.5 Identify opportunities for learners to provide feedback to inform inclusive practice</p>	<p>Learner feedback examples:</p> <ul style="list-style-type: none"> • encourage informal in-session learner feedback • use of discussion • planned formal session/unit/course reviews • use of feedback pro forma • individual learner reviews • election of learner representatives • learner contributions to team meetings

<p>3. Be able to implement the minimum core in planning inclusive teaching and learning</p>	<p>3.1 Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning</p>	<p>Minimum core planning opportunities examples:</p> <ul style="list-style-type: none"> • recording evidence of group discussion • individual or group presentations • locating and processing information and responding to others • note-taking • project work • research reading and online • use of numeracy in data collection and analysis 	
	<p>3.2 Apply minimum core elements in planning inclusive teaching and learning</p>	<p>Teaching examples:</p> <ul style="list-style-type: none"> • group discussion • individual or group presentations • project work • research • data <p>Literacy examples:</p> <ul style="list-style-type: none"> • reading • research • written assignments • projects • tests • reports <p>Language examples:</p> <ul style="list-style-type: none"> • question and answer • pair work • group work • discussion • learner presentations • assessment 	<p>Numeracy examples:</p> <ul style="list-style-type: none"> • measurement • proportions • numbering • scale • calculation • presenting data <p>ICT examples:</p> <ul style="list-style-type: none"> • word or data processing • researching • presenting information • e-learning • use of intranet

<p>4. Be able to evaluate own practice when planning inclusive teaching and learning</p>	<p>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</p>	<p>Own review of planning examples:</p> <ul style="list-style-type: none"> • fit for purpose • time management • meeting goals • content coverage • skills opportunities <p>Views examples:</p> <ul style="list-style-type: none"> • self-evaluation • formal and informal feedback from learners • tutor or mentor observation feedback • learner satisfaction <p>Effectiveness in assessing examples:</p> <ul style="list-style-type: none"> • achieving goals • meeting timescales • assessment requirements • achievement data
	<p>4.2 Identify areas for improvement in own planning to meet the individual needs of learners</p>	<p>Improving own practice in planning examples:</p> <ul style="list-style-type: none"> • mentoring support • team working to support development • internal verification at planning stage • work shadowing • awarding organisation training or updating of curriculum requirements • updating technical knowledge and expertise

Qualification unit 3

Title:	Delivering education and training	
GLH:	24	
Level:	4	
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content
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	<p>Effectiveness of approaches examples:</p> <p>Andragogical or learner-centred</p> <ul style="list-style-type: none"> • discussion • research tasks • project work • group work <p>Pedagogical or teacher-centred</p> <ul style="list-style-type: none"> • lecture • demonstration • presentation <p>Ways to meet learner needs examples:</p> <ul style="list-style-type: none"> • clear goals • engaging them • range of learning styles • small-group and whole-group work • variety of resources • meeting assessment requirements

	<p>1.2 Create an inclusive teaching and learning environment</p>	<p>Learning environment examples:</p> <ul style="list-style-type: none"> • structured • linked to learner needs • clear and shared goals • appropriate content • time managed • effective group management <p>Inclusive examples:</p> <ul style="list-style-type: none"> • addressing individual learner needs • range of support • promoting positive attitudes to others
	<p>1.3 Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements</p>	<p>Requirements examples:</p> <ul style="list-style-type: none"> • addressing needs of curriculum • subject-specific knowledge • subject-specific skills • assessment needs • time scales for achievement • development and progression • internal quality assurance

<p>2. Be able to plan inclusive teaching and learning in accordance with internal and external requirements</p>	<p>2.1 Analyse benefits and limitations of communication methods and media used in own area of specialism</p>	<p>Communication examples:</p> <ul style="list-style-type: none"> • tutor talk • discussion • open and closed questioning • non-verbal • listening <p>Media examples:</p> <ul style="list-style-type: none"> • written materials • use of images • PowerPoint • ICT • VLE (virtual learning environment) • audio and visual aids <p>Benefits examples:</p> <ul style="list-style-type: none"> • engaging learners • setting appropriate level • impact • quality of materials • relevance to learning
	<p>2.2 Use communication methods and media to meet individual learner needs</p>	<p>Methods examples:</p> <ul style="list-style-type: none"> • varied tone and pace in lecture • appropriate timing and duration • two-way • responding to learners • summarising • involving others • language • level • subject matter (technical language) • pace • verbal and non-verbal • body language • mixed medium in presentation

	<p>2.3 Communicate with other learning professionals to meet individual learner needs and encourage progression</p>	<p>Ways to work with others examples:</p> <ul style="list-style-type: none"> • negotiate with colleagues on behalf of learners • specialist support providers • course/programme team • contribute to programme review or quality assurance • external standardisation <p>Others examples:</p> <ul style="list-style-type: none"> • employer • work placement providers • employment agencies • potential apprenticeship provider <p>Progression examples:</p> <ul style="list-style-type: none"> • further education or specialist providers • higher education providers
<p>3. Be able to use technologies in delivering inclusive teaching and learning</p>	<p>3.1 Analyse benefits and limitations of technologies used in own area of specialism</p>	<p>Benefits examples:</p> <ul style="list-style-type: none"> • individualised learning • materials accessible online • reduces need for paper-based resources • promoting 'joined-up' learning • allows for differentiation • learner-centred, promotes learner responsibility • globalisation through access to the world wide web • visual • current <p>Limitations examples:</p> <ul style="list-style-type: none"> • availability of intranet • access to appropriate technology • cost • time and effort to keep up to date with changes in technology • overuse • need for appropriate skills for use • fit for purpose • health and safety implications

	<p>3.2 Use technologies to enhance teaching and meet individual learner needs</p>	<p>Teaching with technology examples:</p> <ul style="list-style-type: none">• interactive white board• materials online• shared spaces online• Facebook• Twitter• using mobile phones• intranet to backup session• virtual learning environment (VLE) <p>Learning needs examples:</p> <ul style="list-style-type: none">• computer-aided learning• software• researching• producing assignments• addressing minimum core requirements• extension activity materials online
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<p>4. Be able to implement the minimum core when delivering inclusive teaching and learning</p>	<p>4.1 Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning</p>	<p>Teaching examples:</p> <ul style="list-style-type: none"> • group discussion • individual or group presentations • project work • research • data <p>Literacy examples:</p> <ul style="list-style-type: none"> • reading • research • written assignments • projects • tests • report <p>Language examples:</p> <ul style="list-style-type: none"> • question and answer • pair work • group work • discussion • learner presentations • assessment <p>Numeracy examples:</p> <ul style="list-style-type: none"> • measurement • proportions • numbering • scale • calculation • presenting data <p>ICT examples:</p> <ul style="list-style-type: none"> • word or data processing • researching • presenting information • e-learning • use of intranet
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	<p>4.2 Apply minimum core elements in delivering inclusive teaching and learning</p>	<p>Applying examples:</p> <ul style="list-style-type: none"> • opportunities for evidence • relevant • integrated • meaningful • linked to learner needs <p>Literacy examples:</p> <ul style="list-style-type: none"> • active board • research • handouts • instructions • manuals • written tasks • tests <p>Language examples:</p> <ul style="list-style-type: none"> • fit for audience • presentations • group work • discussion • questioning <p>Numeracy examples:</p> <ul style="list-style-type: none"> • measurement • calculation • use of data • gathering and analysing number evidence <p>ICT examples:</p> <ul style="list-style-type: none"> • fit for purpose • e-learning and e-assessment • presentation • research • blended learning
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<p>5. Be able to evaluate own practice in delivering inclusive teaching and learning</p>	<p>5.1 Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others</p>	<p>Review of effectiveness examples:</p> <ul style="list-style-type: none"> • measure of own and learner's success • learner engagement • achievement of planned session objectives • observation reports <p>Views of others examples:</p> <ul style="list-style-type: none"> • formal and informal feedback from learners • tutor or mentor observation feedback • learner satisfaction survey • feedback from other professionals
	<p>5.2 Identify areas for improvement in own practice in meeting the individual needs of learners</p>	<p>Ways to meet needs examples:</p> <ul style="list-style-type: none"> • researching learning styles • special needs training • explore new modes of delivery and assessment <p>Ways to improve teaching examples:</p> <ul style="list-style-type: none"> • updating subject knowledge • technical expertise • researching modifications to learning programmes and support materials • issues of non-verbal language

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. 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.

Qualification unit 4

Title:	Assessing learners in education and training	
GLH:	24	
Level:	4	
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content
1. Be able to use types and methods of assessment to meet the needs of individual learners	1.1 Explain the purposes of types of assessment used in education and training	<p>Purposes examples:</p> <ul style="list-style-type: none"> • awarding body requirements • vocational standards • formative or summative • criterion or norm-referencing • initial or diagnostic • setting short term or long-term goals • establish level of skill • sum of knowledge • demonstration of understanding • check-and-correct
	1.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners	<p>Effectiveness examples:</p> <ul style="list-style-type: none"> • flexibility of internally-set and marked assessment • opportunities for check-and-correct • standardised, e.g. between learners, across organisation, locally, nationally <p>Individual needs examples:</p> <ul style="list-style-type: none"> • appropriate level and content • reflecting specific needs • alternative methods negotiated • providing learner with strategies for assessment • opportunities to practice assessment • appropriate timing and context • opportunities for resubmission or additional observations

	<p>1.3 Use types and methods of assessment to meet the individual needs of learners</p>	<p>Types examples:</p> <ul style="list-style-type: none">• initial• formative• summative• diagnostic• criterion-referenced• norm-referenced• medal and mission• check-and-correct <p>Methods examples:</p> <ul style="list-style-type: none">• written assignments• case studies• tests, multiple choice questions• gapped handouts• worksheets• practicals• observation• witness testimony• quiz• discussion record• video recording• group work
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	<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>Peer assessment examples:</p> <ul style="list-style-type: none"> • collaborative activities • checking and correcting learning in peer teaching • peer marking of written work/tests • peer observation and feedback • pair or group assessment activity <p>Self assessment examples:</p> <ul style="list-style-type: none"> • safe context to encourage reflection • ILP/ILR (individual learning plan/record) • against performance or assessment criteria • individual discussion • self-assessment review • through tutorial activity and action planning • recognising and responding to support needs • skills review
	<p>1.5 Use questioning and feedback to contribute to the assessment process</p>	<p>Questioning examples:</p> <ul style="list-style-type: none"> • open and closed questions • checking understanding • encouraging learners' questions • negotiation • formal questioning against criteria • checking underpinning knowledge in skills assessment • pause-pounce or targeted <p>Feedback examples:</p> <ul style="list-style-type: none"> • individual or groups • creating opportunities • clear • constructive • appropriate environment and timing • specific to assessment requirements • feedback sandwich (praise, criticism, praise), 'medal and mission', negotiating goals • action planning • encouraging learner feedback • valuing feedback.

<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>Internal requirements examples:</p> <ul style="list-style-type: none"> • meet organisational policies and procedures • appropriate to standard or level • appropriate context • internal verification or moderation in relation to the learning programme • address learner needs <p>External requirements examples:</p> <ul style="list-style-type: none"> • current awarding organisation requirements and standards • validated assessors • outcomes can be authenticated • external verification or examiners • checking of internal quality assurance • meeting employer's requirements
	<p>2.2 Use assessment types and methods to enable learners to produce assessment evidence that is valid, authentic, reliable, current and sufficient</p>	<ul style="list-style-type: none"> • Valid: linked to learning, meeting standards, addressing learner needs • Authentic: learner ownership, attribution to source, repeatable, supported by witness or observer statements • Reliable: relevant, rigorous, supported, moderated • Current: meeting current standards, current evidence, within appropriate timescales, contributing to current learning • Sufficient: appropriate depth and range of evidence, meeting all criteria, required level, logged and tracked
	<p>2.3 Conduct assessments in line with internal and external requirements</p>	<p>Internal requirements examples:</p> <ul style="list-style-type: none"> • correct interpretation of qualification • maintaining record • monitoring of progress • ensuring adherence to policies and procedures <p>External requirements examples:</p> <ul style="list-style-type: none"> • ensuring compliance with approval and procedures • auditable • access to fair assessment and appeals • recording evidence • sampling across learners or units • quality assurance

	<p>2.4 Record the outcomes of assessments to meet internal and external requirements</p>	<p>Internal examples:</p> <ul style="list-style-type: none"> • initial assessment and learner support records • written feedback to learner • observation report • discussion record • witness statement • progress review • assessment plan • assessment decisions <p>External examples:</p> <ul style="list-style-type: none"> • verification and quality assurance • success • retention and achievement data • employer requirements • funding and inspection
	<p>2.5 Communicate assessment information to other professionals with an interest in learner achievement</p>	<p>Information examples:</p> <ul style="list-style-type: none"> • learner achievement • support needs • programme performance • benchmarking • to inform quality assurance • local or national performance tables <p>Other professionals examples:</p> <ul style="list-style-type: none"> • colleagues or subject team • learning support • those responsible for registration and certification • internal quality assurance • employers • inspection agencies • awarding bodies • training providers

<p>3. Be able to implement the minimum core when assessing learners</p>	<p>3.1 Analyse ways in which minimum core elements can be demonstrated in assessing learners</p>	<p>Assessing examples:</p> <ul style="list-style-type: none">• opportunities for naturally occurring evidence• using a range of sources of evidence to include literacy• language, numeracy and ICT• integrated or holistic assessment approaches• linked to learner needs <p>ICT use in generating assessment evidence examples:</p> <ul style="list-style-type: none">• online assessment• integrated assessment approaches• learner self-assessment opportunities to check-and-correct• practice assessments
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	<p>3.2 Apply minimum core elements in assessing learners</p>	<p>Language examples:</p> <ul style="list-style-type: none"> • verbal assessment • individual presentations • record of group discussion or debate • verbal question and answer • discussion record • written assignment • report • project • written tests • examination <p>Numeracy examples:</p> <ul style="list-style-type: none"> • problem solving • use of measurement • scale • statistics • processing and analysing data • interpreting and evaluating results <p>ICT examples:</p> <ul style="list-style-type: none"> • word • spreadsheets • data interpretation • image processing • finding and selecting information • e-assessment • e-portfolio • recording and storing of assessment • presenting information
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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	Effectiveness examples: <ul style="list-style-type: none"> • team evaluation • reviewing assessment outcomes • learner achievements • quality assurance/improvement reviews Assessment practice examples: <ul style="list-style-type: none"> • timings • level of learner participation or involvement • SWOT analysis based on assessment strategies • review of assessment outcomes • achievement of targets • annual review/SAR • observation of practice feedback
	4.2 Identify areas for improvement in own assessment practice	Improvements examples: <ul style="list-style-type: none"> • updating subject knowledge • accessing awarding organisation training or website • design and delivery of assessment schedules • resource requirements • updating assessment skills or qualifications • work shadowing or peer observation • industrial secondment Own improvement examples: <ul style="list-style-type: none"> • to plan changes to assessment programme or delivery • changes to assessment activities (e.g. their timing and scheduling) • challenging learners and learning styles • motivating and targeting selected learners

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. 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.

Qualification unit 5

Title:	Using resources for education and training	
GLH:	15	
Level:	4	
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content
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	<p>Effectiveness examples:</p> <ul style="list-style-type: none"> • immediate impact • supporting and reinforcing learning • stimulating and memorable • varying approaches to suit learning styles • hands-on • adapted to individual learning needs • cost effectiveness • single or limited use • currency • overuse • appropriate to levels of language/literacy • adaptability <p>Contributing to learning examples:</p> <ul style="list-style-type: none"> • engaging and stimulating • learner friendly • promoting learner independence • adapted for blended and flexible learning approaches

	<p>1.2 Use resources to promote equality, value diversity and meet the individual needs of learners</p>	<p>Equality examples:</p> <ul style="list-style-type: none"> • matching learner needs and abilities • appropriate to skills or knowledge • accessible • range of language • appropriate use of imagery <p>Diversity examples:</p> <ul style="list-style-type: none"> • varied resources • visual stimulation • variety of auditory input • multi-sensory approaches for the kinaesthetic learner • varied levels of language or literacy levels (e.g. where English is not the first language) • formatted for learners with learning difficulties or disabilities
	<p>1.3 Adapt resources to meet the individual needs of learners</p>	<p>Adapting examples:</p> <ul style="list-style-type: none"> • changing background colour for presentations or handouts • changing font type or size • use of white space for handouts • adding or removing images • use of electronic format <p>Needs examples:</p> <ul style="list-style-type: none"> • SMOG (Simplified Measure of Gobbledygook) readability level • models to overcome language aspect of learning • appropriate equipment to allow for hands-on

2.1 Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning

Language examples:

- awareness of factors affecting language use including multilingualism and ESOL (English for Speakers of Other Languages)
- different levels of language skills
- subject specific language
- language used in presentations

Literacy examples:

- determining ability to participate in learning
- legibility of different fonts
- SMOG (readability)
- use of images
- opportunities to promote literacy

Numeracy examples:

- data collection
- capacity of number skills to support problem solving
- processing of information using statistics
- analysis of statistical data

ICT examples:

- teaching tools
- computer-aided learning
- skills in understanding and using technology
- learning packages

	<p>2.2 Apply minimum core elements when using resources for inclusive teaching and learning</p>	<p>Language examples:</p> <ul style="list-style-type: none"> • suited to audience • focus for teaching or discussion • prompt to questioning • promoting equality • range of language • encouraging learners to use language skill <p>Literacy examples:</p> <ul style="list-style-type: none"> • promoting range of written language and reading skills • researching using range of resources for information • tasks designed to develop writing skills • note-taking • instructions and manuals to support practical skills <p>Numeracy examples:</p> <ul style="list-style-type: none"> • tables for collecting data • charts • tables of numerical values • graphs for interpreting results • data for problem-solving activities • spreadsheets <p>ICT examples:</p> <ul style="list-style-type: none"> • word or assignment • spreadsheets • digital imagery • presenting and interpreting information • internet or intranet research • electronic storage of materials • e-assessment
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<p>3. Be able to evaluate own use of resources in the delivery of inclusive teaching and learning</p>	<p>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</p>	<p>Using resources examples:</p> <ul style="list-style-type: none"> • appropriate to subject • relevant to meet variety of learner needs • appropriate use in timing and pacing of learning • confidence in use • organisation and fit for purpose • effective use in management of learning • appropriate level of risk assessment <p>Meeting needs of learner's examples:</p> <ul style="list-style-type: none"> • feedback from learners or others • achievement of learning objectives • addressing equality and diversity requirements • fit for purpose • engaging and motivating • adaptability to range of needs
	<p>3.2 Identify areas for improvement in own use of resources to meet the individual needs of learners</p>	<p>Improving use examples:</p> <ul style="list-style-type: none"> • familiarisation to build skills and self-confidence • working alongside experienced practitioner • increasing adaptability by researching alternative approaches • developing new technologies • researching new resources • updating subject knowledge • developing technical expertise <p>Meeting needs of all learners' examples:</p> <ul style="list-style-type: none"> • researching resource requirements of specific learners • updating own practice in recognising and addressing issues of equality and diversity • researching options for modification of support materials • developing new modes of delivery to use technologies to extend and enhance learning and teaching

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. 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.

Appendix 2 – Optional units – Group B

The Qualsafe Level 4 Certificate in Education and Training (RQF) has 5 mandatory units that Learners are required to complete in order to achieve the qualification (see *Appendix 1 – Mandatory units – Group A*).

The Learner must also achieve 15 credits from the following optional units:

Qualification unit 6

Title:	Understanding the principles and practices of assessment
GLH:	24
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
1. Understand the principles and requirements of assessment	1.1 Explain the function of assessment in learning and development
	1.2 Define the key concepts and principles of assessment
	1.3 Explain the responsibilities of the Assessor
	1.4 Identify the regulations and requirements relevant to the assessment in own area of practice
2. Understand different types of assessment method	2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3. Understand how to plan assessment	3.1 Summarise key factors to consider when planning assessment
	3.2 Evaluate the benefits of using a holistic approach to assessment
	3.3 Explain how to plan a holistic approach to assessment
	3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility
	3.5 Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment	4.1 Explain the importance of involving the learner and others in the assessment process
	4.2 Summarise types of information that should be made available to learners and others involved in the assessment process
	4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
	4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners

5. Understand how to make assessment decisions	5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> • Sufficient • Authentic • Current
	5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • Made against specified criteria • Valid • Reliable • Fair
6. Understand quality assurance of the assessment process	6.1 Evaluate the importance of quality assurance in the assessment process
	6.2 Summarise quality assurance and standardisation procedures in own area of practice
	6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7. Understand how to manage information relating to assessment	7.1 Explain the importance of following procedures for the management of information relating to assessment
	7.2 Explain how feedback and questioning contribute to the assessment process
8. Understand the legal and good practice requirements in relation to assessment	8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
	8.2 Explain the contribution that technology can make to the assessment process
	8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
	8.4 Explain the value of reflective practice and continuing professional development in the assessment process
Assessment guidance	
The assessment of this unit is completed through knowledge-based assessment. If performance evidence is to be used, this should be supported with further questioning, if required to make sure learners fully meet the required standard.	

Qualification unit 7

Title:	Assess occupational competence in the work environment
GLH:	30
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
1. Be able to plan the assessment of occupational competence	1.1 Plan assessment of occupational competence based on the following methods: <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
	1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner
	1.3 Plan the assessment of occupational competence to 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. Understand how to make assessment decisions	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

Assessment guidance

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:

- observation of performance in the work environment
- examining products of work
- questioning the learner

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

The Trainee assessor must assess a minimum of 2 assessments of 2 learners' occupational competence (4 assessments in total).

Qualification unit 8

Title:	Assess vocational skills, knowledge and understanding
GLH:	30
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
1. Be able to prepare assessments of vocational skills, knowledge and understanding	1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: <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
	1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
	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

Assessment guidance

Evidence for all learning outcomes must come from performance outside 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 3 of the following assessment methods:

- Assessments of the Learner in simulated environments
- Skill tests
- Oral and written questions
- Assignments
- Projects
- Case studies
- Recognising prior learning

Other forms of evidence will be acceptable for the remaining assessment methods.

There must be evidence of the Trainee assessor carrying out at least 2 assessments of 2 learners' skills, knowledge and understanding (4 assessments in total).

Qualification unit 9

Title:	Understanding the principles and practices of internally assuring the quality of assessment
GLH:	45
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 maintain and improve the quality of assessment	4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment
	4.2 Explain standardisation requirements in relation to assessment
	4.3 Explain relevant procedures regarding disputes about the quality of assessment
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	6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare
	6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment
	6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance
	6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment

Qualification unit 10

Title:	Internally assure the quality of assessment
GLH:	45
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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
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

Assessment Guidance

This is a Learning and Development unit. 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: • observation of performance, carried out in person • examining products of work • questioning. Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony. Simulations are not permitted.

Assessment guidance

Delivery

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.

Assessment

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one assessment criterion.

Further guidance can be found in The Education & Training Foundation Qualification Guidance.

Qualification unit 11

Title:	Engage with employers to develop and support learning provision
GLH:	30
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 progress	4.1 Establish opportunities to review progress with learners
	4.2 Provide learners with constructive feedback on their 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 in adapting learning and development plans to reflect future learning needs
Assessment Guidance	This is a Learning and Development unit. 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 permitted for these outcomes

Qualification unit 12

Title:	Engage with employers to develop and support learning provision
GLH:	25
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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
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

Assessment Guidance

Assessment Guidance This is a Learning and Development unit. This unit assesses understanding and occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not permitted for these learning outcomes.

Qualification unit 13

Title:	Identify individual learning and development needs
GLH:	24
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 Agree and prioritise individual learning and development needs
	3.2 Advise individuals about learning and development options to meet: <ul style="list-style-type: none"> • learner priorities • learning preferences • learning styles

Assessment Guidance

This is a Learning and Development unit. 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 permitted for these learning outcomes.

Qualification unit 14

Title:	Analysing English language for literacy and language teaching
GLH:	15
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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

Qualification unit 15

Title:	Reading skills for literacy and language teaching
GLH:	15
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 purpose
	2.2 Produce coherent records of own interpretations of texts

Qualification unit 16

Title:	Speaking and listening skills for literacy and language teaching
GLH:	15
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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

Qualification unit 17

Title:	Writing skills for literacy and language teaching
GLH:	15
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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

Qualification unit 18

Title:	Using mathematics: professional and vocational contexts
GLH:	30
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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
	2.4 Use extended logic and multi-step structured processes to find mathematical solutions 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 in personal and public life

Qualification unit 19

Title:	Using mathematics: academic subjects
GLH:	30
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 professional and vocational contexts	4.1 Select mathematical language for debate in 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

Qualification unit 20

Title:	Using mathematics: academic subjects
GLH:	30
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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
	4.3 Present mathematical processing and analysis
	4.4 Describe findings using mathematical communication skills in academic subjects

Qualification unit 21

Title:	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes
GLH:	30
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 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
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..	

Qualification unit 22

Title:	Develop learning and development programmes
GLH:	25
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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
Assessment Guidance	This is a Learning and Development unit. This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not permitted.

Qualification unit 23

Title:	Develop learning and development programmes
GLH:	30
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 development programme
	3.3 Identify areas for improvement for learning and development programmes
Assessment Guidance	This is a Learning and Development unit. This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not permitted for this learning outcome.

Qualification unit 24

Title:	Engage with employers to facilitate workforce development
GLH:	30
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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
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
4. Understand how to facilitate learning and development opportunities in the workplace	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

Assessment Guidance

This is a Learning and Development unit. 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 permitted for these learning outcomes.

Qualification unit 25

Title:	Identify the learning needs of organisations
GLH:	30
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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

Assessment Guidance

This is a Learning and Development unit. 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 permitted for these learning outcomes

Qualification unit 26

Title:	Understanding the principles and practices of externally assuring the quality of assessment
GLH:	45
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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, including: <ul style="list-style-type: none"> • Information collection • Communications • Administrative arrangements • Resources
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 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

<p>5. Understand how to manage information relevant to the external quality assurance of assessment</p>	<p>5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the external quality assurance</p>
<p>6. Understand the legal and good practice requirements for the external quality assurance</p>	<p>6.1 Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare</p> <p>6.2 Critically compare different ways in which technology can contribute to external quality assurance</p> <p>6.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment</p> <p>6.4 Explain the value of reflective practice and continuing professional development in relation to external quality assurance</p>

Qualification unit 27

Title:	Manage learning and development in groups
GLH:	30
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 methodologies to manage learning and development in groups	3.1 Involve learners in agreeing group learning and development objectives
	3.2 Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group
	3.3 Manage group learning strategies and delivery methods to reflect changing requirements
	3.4 Provide individual advice to learners to assist their decision-making about future learning needs
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

Qualification unit 28

Title:	Delivering employability skills
GLH:	20
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 • 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 delivery of employability skills
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.	

Qualification unit 29

Title:	Effective partnership working in the learning and teaching context
GLH:	50
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 partnership's outputs	4.1 Summarise performance indicators used to measure the effectiveness of a specific partnership
	4.2 Review the effectiveness of a specific partnership's outputs drawing on valid and reliable data
	4.3 Summarise methods of presenting partnership outputs to interested parties
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

Qualification unit 30

Title:	Equality and diversity
GLH:	25
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 contribution to promoting equality and valuing diversity in lifelong learning	5.1 Reflect on own strengths in promoting equality and valuing diversity
	5.2 Evaluate the impact of own practice in promoting equality and valuing diversity
	5.3 Identify areas for further personal development in promoting equality and valuing diversity

Qualification unit 31

Title:	Evaluating learning programmes
GLH:	15
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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

Qualification unit 32

Title:	Inclusive practice
GLH:	50
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 relation to inclusive practice
	5.3 Plan opportunities to improve own skills in inclusive practice

Qualification unit 33

Title:	Preparing for the coaching role
GLH:	15
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 • 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
	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

Qualification unit 34

Title:	Preparing for the mentoring role
GLH:	15
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 • 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
	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

Qualification unit 35

Title:	Preparing for the personal tutoring role
GLH:	15
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 specific context	3.1 Describe the range of support available for learners within a specific context
	3.2 Explain legal and organisational requirements in a specific context relating to: <ul style="list-style-type: none"> • data protection • copyright • privacy • confidentiality • safeguarding and disclosure
	3.3 Explain how to work with others in a specific context to support learners
	3.4 Explain how to work with external stakeholders and partners to support learners

4. Understand how personal learning targets are created and monitored

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

Qualification unit 36

Title:	Principles and practice of lipreading teaching
GLH:	48
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 lip-read by adults with acquired hearing loss
5. Be able to use specialist techniques and methodology for teaching lipreading	5.1 Explain and demonstrate the use of voice and device techniques in supporting lipreading development
	5.2 Explain and demonstrate the use of specialist methods for teaching lipreading to adults
	5.3 Justify own selection and use of specialist resources to support the development of lipreading skills by adults
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
Assessment Guidance The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted	

Qualification unit 37

Title:	Specialist delivery techniques and activities	
GLH:	30	
Level:	4	
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content
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 and learning activities
	2.4	Select resources to support specialist delivery
	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 techniques
Assessment Guidance The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.		

Qualification unit 38

Title:	Teaching in a specialist area
GLH:	50
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 develop own practice	5.1 Liaise with others within a specialist area to develop own practice
	5.2 Review the impact of liaison with other teachers and trainers within own specialist area on own practice
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 improvement in relation to practice in a specialist area
	6.3 Identify opportunities to improve and update own knowledge and skills in a specialist area

Qualification unit 39

Title:	Understanding and managing behaviours in a learning environment
GLH:	20
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 behaviours in a learning environment	5.1 Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment
	5.2 Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment
Assessment Guidance 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.	

Qualification unit 40

Title:	Working with the 14-19 age range in education and training
GLH:	30
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 • individual learner needs
4. Be able to deliver learning to meet the needs of individual 14-19 learners	4.1 Use teaching and learning approaches that take account of: <ul style="list-style-type: none"> • own analysis of teaching and learning approaches for use with 14-19 learners • curriculum requirements • individual needs of 14-19 learners
	4.2 Use assessment methods that take account of: <ul style="list-style-type: none"> • own analysis of teaching and learning approaches for use with 14-19 learners • curriculum requirements • 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

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.

Qualification unit 41

Title:	Action learning to support development of subject specific pedagogy
GLH:	50
Level:	5
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 of interest in own subject specific area	6.1 Report own findings from investigation of an area of practice
	6.2 Justify own conclusions drawn from investigation of an area of practice
	6.3 Justify own recommendations for improving practice within subject specific pedagogy

Qualification unit 42

Title:	Action research
GLH:	50
Level:	5
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 research	5.1 Report own findings and conclusions from action research
	5.2 Justify own recommendations for action to be taken based on conclusions from action research
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

Qualification unit 43

Title:	Developing, using and organising resources in a specialist area
GLH:	50
Level:	5
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
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 Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area.
	2.7 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 resources	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
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



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