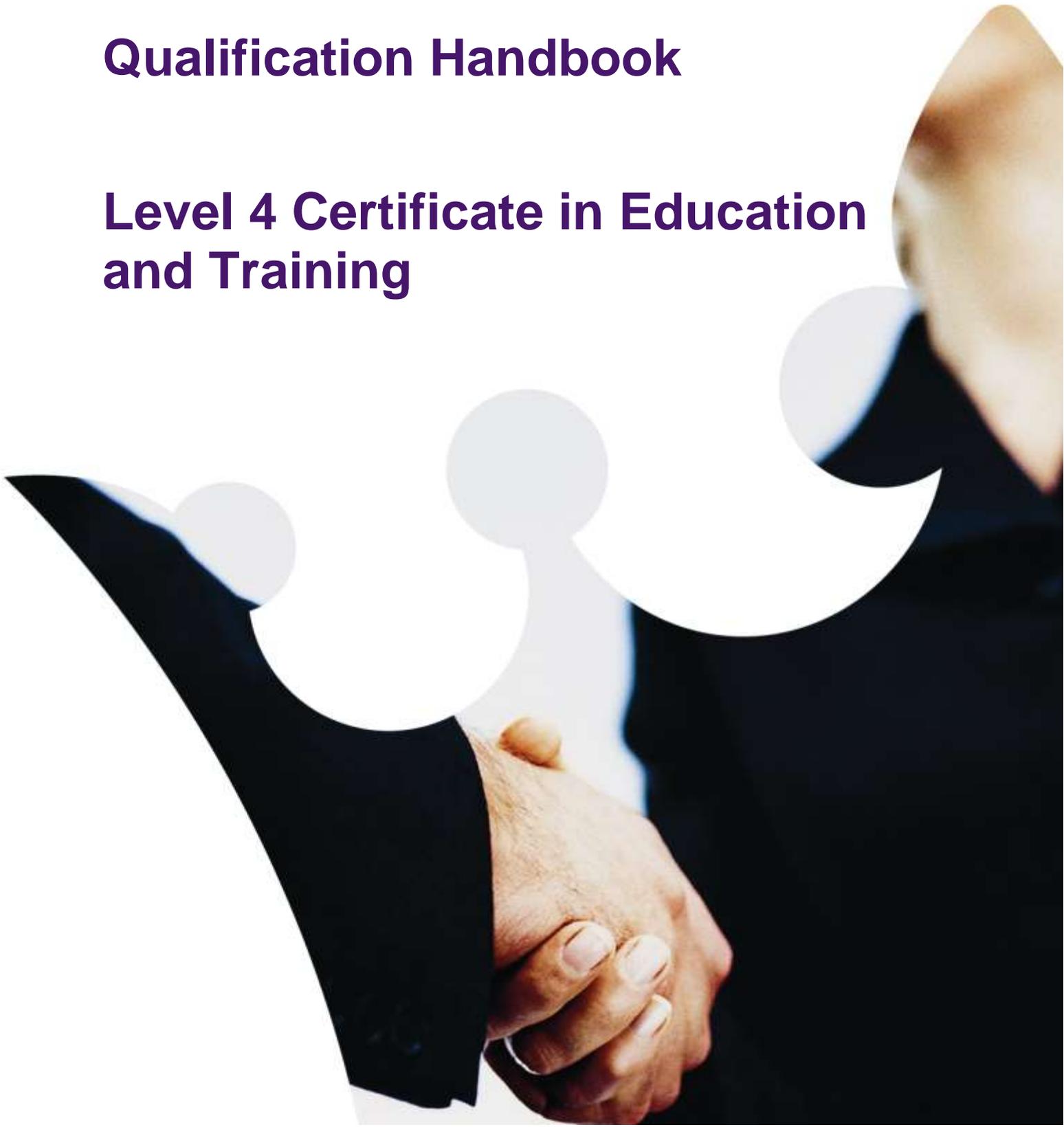


Qualification Handbook

Level 4 Certificate in Education and Training



Qualification Handbook

SFJ Awards Level 4 Certificate in Education and Training

Qualification Number: 601/2040/X

| Version | Date of issue | Amendment(s) | Page |
|---------|---------------|--|---------|
| V6 | 28.08.19 | Add Guidance to Assess vocational skills, knowledge and understanding | 110-114 |
| V5 | 14.07.17 | Additional information from the Education and Training Foundation Guidance | Various |
| | | Remove reference to former Preparing to Teach in the Lifelong Learning Sector (PTLLS) units | 9 |
| | | Add Total Qualification Time | 11 |
| | | Update Section 2.11 Use of Languages | 12 |
| | | Update Centre Requirements section (no change to requirements) | 13 |
| | | Additional guidance on observation of teaching practice | 19-20 |
| | | Update Section 4 Assessment (no change to requirements) | 14-24 |
| | | Update Appendix 3 in line with revised Ofsted Further education and skills inspection handbook | 119-122 |
| | | Add copyright information | 123 |

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1 Introduction

1.1 About us

SFJ Awards is part of the Skills for Health and Justice Group. For over 10 years Skills for Justice and Skills for Health have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Justice and Skills for Health have earned an enviable reputation for their knowledge of the sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal, Armed Forces and Health sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

E-mail: info@sfjawards.com

Website: www.sfjawards.com

2 The Qualification

2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 4 Certificate in Education and Training

The main objective of this qualification is to develop learners' skills in practical teaching skills and prepare them for work in a wide range of educational contexts. It requires observation and assessment of practice.

The qualification can meet the needs of a range of trainee teachers, including those who:

- want a qualification focused on practical teaching
- want a choice of optional units that reflects the context in which they teach
- are currently teaching and want to have their practice and experience accredited
- are not currently teaching but can meet the minimum teaching practice requirement of 30 hours
- have the potential to study at this level which equates to the first year of an undergraduate degree
- are willing to undertake an initial assessment of their skills in maths, English and ICT
- are employed in a role which does not include the full range of teaching responsibilities, for example instructors or those who teach very small groups of learners
- carry out an assessor role and wish to achieve a teaching qualification

The development of the units and structure which make up this qualification was led by the former Learning and Skills Improvement Service (LSIS). The standards which underpin the qualification are now the responsibility of the Education and Training Foundation.¹

2.2 Minimum Core of Literacy, Language, Numeracy and ICT

The Minimum Core is a subject specification. It details the elements of English, mathematics and ICT that every further education teacher should know, understand and be able to use. Teachers who do not have these skills and knowledge themselves will have difficulty supporting the development needs of their learners in these important subject areas. The specifications for these skills are available in the *Minimum Core Guidance* document (LLUK, 2007; updated LSIS, 2013; updated Education and Training Foundation, 2016).²

¹ <http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>, ETF 2014

² <https://www.feadvice.org.uk/ite-provider-etf-guidance-documents/minimum-core>, ETF 2016

Ofsted's *Initial teacher education inspection handbook*³ includes a renewed emphasis on the importance of teachers actively promoting the development of English, maths and ICT within all learning programmes. Current inspection of initial teacher education programmes now includes evaluation of the extent to which the training enables trainee teachers to:

- develop the reading, writing, communication and mathematical skills of the learners they teach
- assess learners' achievement and plan and teach lessons that enable learners, including those who are disabled and those who have special educational needs, to make at least expected progress
- use a range of approaches to teaching and learning, including information and communication technology (ICT) and educational technology where relevant.

The revised Minimum Core Guidance comprises two parts:

Part One sets out the Minimum Core specification – that is the expected minimum level of literacy, language, numeracy and ICT skills of all further education teachers.

Part Two is Inclusive Practice guidance that aims to offer practical suggestions for supporting the English, mathematics and ICT needs of teachers and learners in further education and provides links to further reading, resources and CPD activities.

The Minimum Core specification comprises three sections:

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

Within each subject area, the required knowledge and understanding is divided into two sections:

- Section A relates to the teacher's knowledge and understanding about the subject in relation to learning and the learner
- Section B relates to the personal skills of the teacher

The Common Inspection Framework (2015)⁴ also requires evidence from all training providers that they are actively promoting English, mathematics and other essential skills through their teaching and learning programmes.

³ <https://www.gov.uk/government/publications/initial-teacher-education-inspection-handbook>, Ofsted 2015

⁴ <https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>, Ofsted 2015

2.2.1 Requirements for knowledge and understanding

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

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

2.2.2 Requirements for personal skills in English, mathematics and ICT

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT, as detailed in Section 2.3 Pre-entry Requirements below. If trainees join the qualification programme having already completed a *Level 3 Award in Education and Training*, their record of development needs and any previous actions taken to address them should inform opportunities to continue to develop their skills as required by the appropriate minimum core elements.

Opportunities to develop the skills appropriate for the professional role of further education teacher should be made available to all trainee teachers throughout a teacher education programme. Teacher educators should ensure that the personal skills developed by trainees are those most appropriate for their professional role as teachers.

2.3 Pre-entry Requirements

In order to successfully achieve the qualification **learners will be required to complete a minimum teaching practice of 30 hours** and should therefore confirm that they will be able to meet this requirement.

Learners need to be qualified, proficient or experienced in the subject which they intend to teach. It would be expected that learners have sufficient personal skills to complete the academic and other requirements of the programme. They will also need to be able to support their learners at the appropriate level whilst delivering their subject specialism. Learners need to demonstrate the potential to study at minimum academic level 4.

In addition, all learners/trainee teachers will be required to take an initial assessment of their skills in English, mathematics and ICT. It is expected that trainee teachers who do not already hold Level 2 qualifications in maths and English should achieve these prior to the end of their initial teacher training qualification. There are self-assessment tools for maths and English on the Foundation on-line website:

<https://www.foundationonline.org.uk/course/index.php?categoryid=13>

The teaching programme will support further development of these skills, recorded in a personal development log.

2.4 Units and Rules of Combination

Learners must achieve a minimum of 36 credits. 21 credits must be completed from Group A (Mandatory units) and 15 credits from Group B (Optional units). A minimum of 21 credits must be achieved at Level 4 or above. A maximum of 15 credits can be taken at Level 3.

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

| Group B1 Optional Units – Level 3 | | | |
|-----------------------------------|---|-------|--------------|
| Unit Reference Number | Unit Title | Level | Credit Value |
| H/601/5314 | Assess occupational competence in the work environment <i>(Learning and Development unit)</i> | 3 | 6 |
| F/601/5319 | Assess vocational skills, knowledge and understanding <i>(Learning and Development unit)</i> | 3 | 6 |
| F/502/9551 | Engage learners in the learning and development process <i>(Learning and Development unit)</i> | 3 | 6 |
| Y/502/9555 | Engage with employers to develop and support learning provision <i>(Learning and Development unit)</i> | 3 | 6 |
| K/502/9544 | Identify individual learning and development needs <i>(Learning and Development unit)</i> | 3 | 3 |
| J/503/4850 | Analysing English language for literacy and language teaching | 3 | 3 |
| R/503/4852 | Reading skills for literacy and language teaching | 3 | 3 |

| | | | |
|------------|---|---|---|
| D/503/4854 | Speaking and listening skills for literacy and language teaching | 3 | 3 |
| K/503/4856 | Writing skills for literacy and language teaching | 3 | 3 |
| A/503/4859 | Using mathematics: personal and public life | 3 | 6 |
| F/503/4863 | Using mathematics: professional and vocational contexts | 3 | 6 |
| T/503/4861 | Using mathematics: academic subjects | 3 | 6 |
| F/505/0187 | Assessment and support for the recognition of prior learning through the accreditation of learning outcomes | 3 | 6 |

| Group B2 Optional Units – Level 4 | | | |
|--|---|--------------|---------------------|
| Unit Reference Number | Unit Title | Level | Credit Value |
| A/502/9547 | Develop and prepare resources for learning and development <i>(Learning and Development unit)</i> | 4 | 6 |
| M/502/9545 | Develop learning and development programmes <i>(Learning and Development unit)</i> | 4 | 6 |
| D/502/9556 | Engage with employers to facilitate workforce development <i>(Learning and Development unit)</i> | 4 | 6 |
| H/502/9543 | Identify the learning needs of organisations <i>(Learning and Development unit)</i> | 4 | 6 |
| A/601/5321 | Internally assure the quality of assessment <i>(Learning and Development unit)</i> | 4 | 6 |
| A/502/9550 | Manage learning and development in groups <i>(Learning and Development unit)</i> | 4 | 6 |
| F/601/5322 | Understanding the principles and practices of externally assuring the quality of assessment <i>(Learning and Development unit)</i> | 4 | 6 |
| T/601/5320 | Understanding the principles and practices of internally assuring the quality of assessment <i>(Learning and Development unit)</i> | 4 | 6 |
| M/505/1089 | Delivering employability skills | 4 | 6 |
| Y/503/5310 | Effective partnership working in the learning and teaching context | 4 | 15 |

| | | | |
|------------|---|---|----|
| Y/503/5789 | Equality and diversity | 4 | 6 |
| K/505/1091 | Evaluating learning programmes | 4 | 3 |
| L/503/5384 | Inclusive practice | 4 | 15 |
| J/505/0188 | Preparing for the coaching role | 4 | 3 |
| L/505/0189 | Preparing for the mentoring role | 4 | 3 |
| T/505/1093 | Preparing for the personal tutoring role | 4 | 3 |
| L/504/0231 | Principles and practice of lipreading teaching | 4 | 12 |
| R/504/0229 | Specialist delivery techniques and activities | 4 | 9 |
| J/505/1096 | Teaching in a specialist area | 4 | 15 |
| Y/505/1099 | Understanding and managing behaviours in a learning environment | 4 | 6 |
| D/505/1105 | Working with the 14-19 age range in education and training | 4 | 9 |

| Group B3 Optional Units – Level 5 | | | |
|--|---|--------------|---------------------|
| Unit Reference Number | Unit Title | Level | Credit Value |
| M/503/5376 | Action learning to support development of subject specific pedagogy | 5 | 15 |
| T/503/5380 | Action research | 5 | 15 |
| H/505/1090 | Developing, using and organising resources in a specialist area | 5 | 15 |
| M/505/3912 | Managing behaviours in a learning environment | 5 | 6 |

2.5 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.⁵

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

The Total Qualification Time for this qualification is **360** hours, of which a minimum of **140** hours are Guided Learning.

2.6 Age Restriction

This qualification is available to learners aged 19 years and over.

2.7 Opportunities for Progression

This qualification creates a number of opportunities for progression. Learners could further develop their skills by progressing onto:

- Level 5 Diploma in Education and Training
- Education and/or training related degrees

2.8 Exemption

No exemptions have been identified.

2.9 Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

For a full list of where units from this qualification are used in other qualifications and credit transfer can therefore apply please see Appendix 1.

2.10 Links to Other Qualifications in the Education and Training Suite

Learners are not required to have achieved a Level 3 Award in Education and Training before undertaking a Level 4 Certificate in Education and Training. However, some learners undertaking a Level 4 Certificate in Education and Training may already have achieved a Level 3 Award in Education and Training.

⁵ Total Qualification Time criteria, Ofqual September 2015
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

The Level 3 unit *Understanding roles, responsibilities and relationships in education and training* in this qualification is also a mandatory unit in the Level 3 Award in Education and Training.

SFJ Awards recommends that this unit be delivered before other units in both the Award and Certificate qualifications in order to support progression. For those achieving this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

Learners who have achieved the Level 4 Certificate in Education and Training and who are progressing to an AO-accredited Level 5 Diploma in Education and Training should have their prior achievement recognised. Recognition of prior learning (RPL) will apply between the mandatory credit from the Certificate and the unit *Teaching, learning and assessment in education and training* for the Level 5 Diploma in Education and Training.

Learners should not be required to present further evidence other than that required to demonstrate that their prior learning is at Level 4.

2.11 Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website www.sfjawards.com or on request from SFJ Awards.

3 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website www.sfjawards.com or on request from SFJ Awards.

4 Assessment

4.1 Qualification Assessment Methods

Level 4 Certificate in Education and Training

Assessment methods that can be used for this qualification are as follows:

- E-assessment
- Multiple Choice Examination
- Oral Examination
- Portfolio of Evidence
- Practical Demonstration/Assignment
- Written Examination

4.2 Requirements for those delivering units and/or observing and assessing practice⁶

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

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

There are additional requirements for those who assess and quality assure the Learning and Development units, as follows.

4.3 Assessment and quality assurance of Learning and Development units⁷

These requirements apply to the following units from the Learning and Development suite of qualifications:

- Assess occupational competence in the work environment
- Assess vocational skills, knowledge and understanding
- Develop and prepare resources for learning and development
- Develop learning and development programmes
- Engage learners in the learning and development process

⁶ Education and Training Foundation, Updated guidance on the teaching qualifications for the further education and skills sector, 2016 <https://www.feadvice.org.uk/i-am-ite-provider-etf-guidance-documents/qualifications-education-and-training>

⁷ Ibid note 6 above

- Engage with employers to develop and support learning provision
- Engage with employers to facilitate workforce development
- Identify individual learning and development needs
- Identify the learning needs of organisations
- Internally assure the quality of assessment
- Manage learning and development in groups
- Understanding the principles and practices of externally assuring the quality of assessment
- Understanding the principles and practices of internally assuring the quality of assessment

4.3.1 Assessors

All those who assess the Learning and Development units must:

- already hold the qualification (or previous equivalent qualifications) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess candidate performance using a range of methods, or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- show current evidence of continuing professional development in assessment and quality assurance.

4.3.2 Internal Quality Assurance

All those who internally quality assure this qualification must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following assessor qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment, or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess candidate performance using a range of methods, or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and practice, or

- the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
- V1 Conduct internal quality assurance of the assessment process, or
- D34 Internally verify the assessment process.
- show current evidence of continuing professional development in assessment and quality assurance.

4.4 External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

4.4.1 External Quality Assurer competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

4.4.2 Continuing professional development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

4.5 Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.⁸ Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

⁸ Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 www.gov.uk/government/publications/qualification-and-component-levels

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in practice. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

4.6 Methods for Assessing Knowledge

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence used for assessment must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

4.6.1 Portfolio of evidence

Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

- Written tests in a controlled environment
- Multiple choice questions
- Evidenced question and answer sessions with assessors
- Evidenced professional discussions
- Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

4.6.2 Work outputs (product evidence)

Examples of work outputs include lesson plans, schemes of work and learning materials developed by the trainee teacher. Assessors can use work outputs in conjunction with other assessment methods, such as written assessments and discussion, to confirm knowledge and assure authenticity of the evidence presented.

4.6.3 Professional discussion

Discussions allow the trainee teacher to describe and reflect on their performance/learning and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

4.6.4 Question and answer sessions

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

4.7 Teaching Practice⁹

Teaching practice, together with observation and assessment of that practice, is a vital component of high-quality initial training. The term 'teaching practice' refers to the teaching and learning sessions that are planned for specific learners and that take place in a learning environment. These sessions will include aspects of planning, delivery and assessment, including differentiation, and other factors that contribute to successful teaching and learning. Contact hours where teachers are supervising students for other purposes cannot be included as part of the required teaching practice hours.

Where units are selected which specify working with groups, teaching practice group sizes may vary, ideally with a minimum of 12 learners, but the majority of the teaching practice must be to groups of five or more learners. It would not be possible to acquire, develop and demonstrate the full range of teaching skills through individual or small group teaching. Teachers need to be able to manage larger groups of learners and to deploy a variety of teaching techniques and facilitate a wide spectrum of learning activities.

Through their teaching placement/workplace mentoring, learners/trainee teachers should have the opportunity to develop further subject specialist knowledge.

4.8 Overall teaching practice requirement

There is a requirement for a minimum of **30 hours** of practice for this qualification with a minimum of **three** assessed observations. There is no requirement to evidence working with

⁹ Education and Training Foundation, Updated guidance on the teaching qualifications for the further education and skills sector, 2016 <https://www.feadvice.org.uk/i-am-ite-provider-etf-guidance-documents/qualifications-education-and-training>

groups of learners to achieve this qualification unless units are undertaken which specify that purpose. However, where learners/trainee teachers are working solely with individuals, a programme may also include support and preparation for working with groups.

An effective teaching practice experience should ideally include as many of the following elements as possible:

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

Details of practice requirements for the mandatory units are included in Appendix 2: *Summary of practice, including observed and assessed practice, requirements for the mandatory units*. Practice requirements which apply to optional units are included in the Assessment Guidance section of individual units.

4.9 Observed and assessed practice requirement

4.9.1 Observations

The Education and Training Foundation guidance document on the teaching and quality assurance (TAQA) qualifications includes the criteria that learners must be observed in person (i.e. the assessor must be in the same room as the trainee assessor/IQA/EQA).

Whilst observation of trainee assessors, IQAs and EQAs forms an important assessment method to be used by our centres with learners who are completing the TAQA qualification(s), SFJ Awards does not mandate that the required observation must be carried out in person (the assessor carrying out the observation must be in the same room as the trainee assessor/IQA/EQA), and will continue to accept observation approaches agreed in advance with our External Quality Assurance team.

Observation can be in person, or via a suitable equivalent method such as digitally recorded, 'real time' remote observation (Skype/Facetime etc) as long as there is a suitable record of the observation for assessment, IQA and EQA purposes. All records of observation should assure that the learner being observed is the learner registered and being presented for certification (i.e. authentication should be certain). Any variation on the learner being assessed in person (i.e. the assessor in the same room) **must be agreed in advance** with SFJ Awards Quality Assurance team before being adopted to ensure it is suitable, robust, valid and reliable.

All other stated assessment requirements detailed in this handbook must also be met.

4.9.2 Observation requirements for mandatory units

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

Observations should be appropriately spaced throughout the whole programme and take into account a learner's/trainee teacher's progress. The three observations must be linked to the following Level 4 mandatory units:

1. Delivering education and training
2. Assessing learners in education and training
3. Using resources for education and training

A holistic approach to observed and assessed practice is recommended so that each observation and assessment of practice enables learners/trainee teachers to provide evidence for all of the three units identified above.

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

SFJ Awards expects that at least one hour of observed and assessed practice in observations linked to the mandatory units should meet the requirements for 'Good' (grade 2) criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in Ofsted's *Further education and skills inspection handbook*.¹⁰ The relevant extract from the handbook is available in Appendix 3.

Learners/trainee teachers will however be observed at different stages in their development during the programme. It is recognised that in the early stages of their development, some learners/trainee teachers may not yet demonstrate the characteristics of good practice (grade 2) identified in Appendix 3.

Assessed observations of practice judged 'Inadequate' (grade 4) should not count towards assessed observations of practice required for the qualification, though these observations should be recorded with feedback provided.

Further guidance on making judgements about whether a trainee teacher has met the required standard of practice is available in the Ofsted report *Teaching, learning and assessment: what works and why*.¹¹

¹⁰ Ofsted, updated 2017

<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook>

¹¹ <https://www.gov.uk/government/publications/teaching-learning-and-assessment-in-further-education-and-skills-what-works-and-why>, Ofsted 2014

4.9.3 Observation requirements for optional Education and Training units

There are also practice requirements, including observed and assessed practice, for some optional Education and Training units. These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units and are detailed in the Assessment Guidance section of the relevant units.

4.9.4 Observation requirements for optional Learning and Development units

For some optional units taken from the Learning and Development qualifications, practice must be in a real work environment and in the appropriate context with groups of learners or with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified. These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units and are detailed in the Assessment Guidance section of the relevant units.

4.9.5 Assessment criteria in the mandatory units that can be met during assessed observations of practice

The assessment criteria that can be met during assessed observations of practice are highlighted in bold in the following tables.

Assessment criteria or elements of assessment that are not highlighted may not necessarily generate evidence of their achievement during observations of practice and supplementary evidence may be required.

Although no assessed observations are required for unit *Planning to meet the needs of learners in education and training**, evidence for the assessment criteria highlighted below may be generated during assessed observations.

Unit: Assessing learners in education and training

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

Unit: Delivering education and training

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

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

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

Unit: Using resources for education and training

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

4.9.6 Transfer of practice

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

Learners/trainee teachers who have achieved the Level 4 Certificate in Education and Training may use **20 hours of practice** as follows:

- To meet the practice requirement for the Level 4 unit: Teaching, learning and assessment in education and training
- Towards the overall minimum practice requirement of 100 hours for the Level 5 Diploma in Education and Training
- Towards the overall minimum practice requirement of 100 hours for the Level 5 Diploma in Education and Training including a specialist pathway (120 hours for the combined specialist pathway)

Learners/trainee teachers who have completed the Level 4 Certificate in Education and Training may use a maximum of **two observed assessments of practice** as follows:

- To meet the observed and assessed practice requirement for the Level 4 unit, Teaching, learning and assessment in education and training
- Towards the overall minimum of eight observed assessments of practice required for the Level 5 Diploma in Education and Training

4.10 Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

4.10.1 Internal standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

4.10.2 External standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time. Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

4.11 Recognition of Prior Learning (RPL)

'Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)'.¹²

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

4.12 Equality and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

¹² After the QCF: A New Qualifications Framework, Ofqual 2015
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

4.13 Health and Safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

5 Qualification Units

Mandatory Units

| | | |
|--|--|--|
| Title: | Understanding roles, responsibilities and relationships in education and training | |
| Level: | 3 | |
| Credit value: | 3 | |
| GLH: | 12 | |
| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | |
| 1. Understand the teaching role and responsibilities in education and training | 1.1 Explain the teaching role and responsibilities in education and training 1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities 1.3 Explain ways to promote equality and value diversity 1.4 Explain why it is important to identify and meet individual learner needs | |
| 2. Understand ways to maintain a safe and supportive learning environment | 2.1 Explain ways to maintain a safe and supportive learning environment 2.2 Explain why it is important to promote appropriate behaviour and respect for others | |
| 3. Understand the relationships between teachers and other professionals in education and training | 3.1 Explain how the teaching role involves working with other professionals 3.2 Explain the boundaries between the teaching role and other professional roles 3.3 Describe points of referral to meet the individual needs of learners | |

| Additional information about the unit | |
|---------------------------------------|-----|
| Assessment Guidance | N/A |

| | | |
|--|---|--|
| Title: | Delivering education and training | |
| Level: | 4 | |
| Credit value: | 6 | |
| GLH: | 24 | |
| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | |
| 1. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements | 1.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners 1.2 Create an inclusive teaching and learning environment 1.3 Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements | |
| 2. Be able to communicate with learners and other learning professionals to promote learning and progression | 2.1 Analyse benefits and limitations of communication methods and media used in own area of specialism 2.2 Use communication methods and media to meet individual learner needs 2.3 Communicate with other learning professionals to meet individual learner needs and encourage progression | |
| 3. Be able to use technologies in delivering inclusive teaching and learning | 3.1 Analyse benefits and limitations of technologies used in own area of specialism 3.2 Use technologies to enhance teaching and meet individual learner needs | |

| | |
|---|---|
| <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>4.2 Apply minimum core elements in delivering inclusive teaching and learning</p> |
| <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>5.2 Identify areas for improvement in own practice in meeting the individual needs of learners</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.</p> |

| | | |
|--|--|---|
| Title: | Using resources for education and training | |
| Level: | 4 | |
| Credit value: | 3 | |
| GLH: | 15 | |
| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | |
| 1. Be able to use resources in the delivery of inclusive teaching and learning | 1.1 Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners | 1.2 Use resources to promote equality, value diversity and meet the individual needs of learners |
| | 1.3 Adapt resources to meet the individual needs of learners | |
| 2. Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning | 2.1 Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning | 2.2 Apply minimum core elements when using resources for inclusive teaching and learning |
| 3. Be able to evaluate own use of resources in the delivery of inclusive teaching and learning | 3.1 Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others | 3.2 Identify areas for improvement in own use of resources to meet the individual needs of learners |

Additional information about the unit

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.

| | | |
|--|---|--|
| Title: | Assessing learners in education and training | |
| Level: | 4 | |
| Credit value: | 6 | |
| GLH: | 24 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <i>The learner can:</i> | |
| 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 1.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners 1.3 Use types and methods of assessment to meet the individual needs of learners 1.4 Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning 1.5 Use questioning and feedback to contribute to the assessment process | |

| | |
|--|---|
| <p>2. Be able to carry out assessments in accordance with internal and external requirements</p> | <p>2.1 Identify the internal and external assessment requirements and related procedures of learning programmes</p> <p>2.2 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current</p> <p>2.3 Conduct assessments in line with internal and external requirements</p> <p>2.4 Record the outcomes of assessments to meet internal and external requirements</p> <p>2.5 Communicate assessment information to other professionals with an interest in learner achievement</p> |
| <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>3.2 Apply minimum core elements in assessing learners</p> |
| <p>4. Be able to evaluate own assessment practice</p> | <p>4.1 Review the effectiveness of own assessment practice, taking account of the views of learners and others</p> <p>4.2 Identify areas for improvement in own assessment practice</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.</p> |

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| Title: | Planning to meet the needs of learners in education and training | |
| Level: | 4 | |
| Credit value: | 3 | |
| GLH: | 15 | |
| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | |
| 1. Be able to use initial and diagnostic assessment to agree individual learning goals with learners | 1.1 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals 1.2 Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners 1.3 Record learners' individual learning goals | |
| 2. Be able to plan inclusive teaching and learning in accordance with internal and external requirements | 2.1 Devise a scheme of work in accordance with internal and external requirements 2.2 Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements 2.3 Explain how own planning meets the individual needs of learners 2.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners 2.5 Identify opportunities for learners to provide feedback to inform inclusive practice | |
| 3. Be able to implement the minimum core in planning inclusive teaching and learning | 3.1 Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning 3.2 Apply minimum core elements in planning inclusive teaching and | |

| | |
|---|---|
| | learning |
| 4. Be able to evaluate own practice when planning inclusive teaching and learning | <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>4.2 Identify areas for improvement in own planning to meet the individual needs of learners</p> |
| Additional information about the unit | |
| Assessment Guidance | N/A |

Optional Units – Level 3

| | | |
|--|---|--|
| Title: | Assess occupational competence in the work environment | |
| Level: | 3 | |
| Credit value: | 6 | |
| GLH: | 30 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 | |

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|---|--|
| <p>2. Be able to make assessment decisions about occupational competence</p> | <p>2.1 Use valid, fair and reliable assessment methods including:</p> <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 <p>2.2 Make assessment decisions of occupational competence against specified criteria</p> <p>2.3 Follow standardisation procedures</p> <p>2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression</p> |
| <p>3. Be able to provide required information following the assessment of occupational competence</p> | <p>3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p> |
| <p>4. Be able to maintain legal and good practice requirements when assessing occupational competence</p> | <p>4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence</p> <p>4.3 Evaluate own work in carrying out assessments of occupational competence</p> <p>4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence</p> |

Additional information about the unit

Assessment Guidance

This is a Learning and Development unit.

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, carried out in person
- examining products of work
- questioning the learner

Simulations are not permitted.

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

There must be evidence of the trainee assessor carrying out at least **two assessments of two learners'** occupational competence (**four assessments in total**). This occupational competence must not come from the trainee assessing another trainee assessor who in turn is assessing someone else. In gathering evidence for this unit, an unqualified trainee assessor is not allowed to assess the competence of another unqualified assessor. All valid evidence of trainee assessor performance must therefore be assessed in person by qualified assessors.

| | | |
|---|---|--|
| Title: | Engage learners in the learning and development process | |
| Level: | 3 | |
| Credit value: | 6 | |
| GLH: | 30 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 | |

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| <p>3. Be able to assist and engage the learner in the learning and development process</p> | <p>3.1 Demonstrate working relationships with learners to motivate learning</p> <p>3.2 Provide assistance to learners to encourage them to take responsibility for their own learning and development</p> <p>3.3 Provide learners with the information and advice to engage in learning and development that meets their needs</p> |
| <p>4. Be able to assist the learner in reviewing their own progress</p> | <p>4.1 Establish opportunities to review progress with learners</p> <p>4.2 Provide learners with constructive feedback on their learning and development</p> <p>4.3 Enable learners to give feedback on their learning experience</p> <p>4.4 Analyse progress and achievement with learners</p> <p>4.5 Assist learners to in adapting learning and development plans to reflect future learning needs</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>This is a Learning and Development unit.</p> <p>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.</p> |

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|---|--|
| Title: | Engage with employers to develop and support learning provision |
| Level: | 3 |
| Credit value: | 6 |
| GLH: | 25 |
| 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 |

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| <p>3. Be able to engage with employers for the benefit of learners</p> | <p>3.1 Provide employers with clear information and advice about learning requirements for learners</p> <p>3.2 Provide advice and assistance to employers delivering learning opportunities</p> <p>3.3 Establish channels of communication for feedback from employers on the progress of learners</p> |
| <p>4. Be able to evaluate the effect of employer provision on the learner and partner organisation</p> | <p>4.1 Assess the impact of employer provision on learners' learning outcomes</p> <p>4.2 Review the impact of employer provision on partner organisations</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>This is a Learning and Development unit.</p> <p>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.</p> |

| | |
|---|---|
| Title: | Identify individual learning and development needs |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 24 |
| 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 |

Additional information about the unit

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.

| | | |
|--|---|--|
| Title: | Analysing English language for literacy and language teaching | |
| Level: | 3 | |
| Credit value: | 3 | |
| GLH: | 15 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 | |
| Additional information about the unit | | |
| Assessment Guidance | N/A | |

| | | |
|--|--|--|
| Title: | Reading skills for literacy and language teaching | |
| Level: | 3 | |
| Credit value: | 3 | |
| GLH: | 15 | |
| 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 | |
| Additional information about the unit | | |
| Assessment Guidance | N/A | |

| | | |
|---|--|--|
| Title: | Speaking and listening skills for literacy and language teaching | |
| Level: | 3 | |
| Credit value: | 3 | |
| GLH: | 15 | |
| 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 | |
| Additional information about the unit | | |
| Assessment Guidance | N/A | |

| | | |
|--|--|--|
| Title: | Writing skills for literacy and language teaching | |
| Level: | 3 | |
| Credit value: | 3 | |
| GLH: | 15 | |
| 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 | |
| Additional information about the unit | | |
| Assessment Guidance | N/A | |

| | | |
|---|--|--|
| Title: | Using mathematics: personal and public life | |
| Level: | 3 | |
| Credit value: | 6 | |
| GLH: | 30 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 | |

| | |
|---|--|
| <p>4. Be able to use mathematical communication in personal and public life</p> | <p>4.1 Select mathematical language for debate in personal and public life</p> <p>4.2 Select mathematical communication techniques to suit audience</p> <p>4.3 Present mathematical processing and analysis</p> <p>4.4 Describe findings using mathematical communication skills in personal and public life</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>N/A</p> |

| | | |
|---|--|--|
| Title: | Using mathematics: professional and vocational contexts | |
| Level: | 3 | |
| Credit value: | 6 | |
| GLH: | 30 | |
| 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 | |

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| <p>4. Be able to use mathematical communication in professional and vocational contexts</p> | <p>4.1 Select mathematical language for debate in professional and vocational contexts</p> <p>4.2 Select mathematical communication techniques to suit audience</p> <p>4.3 Present mathematical processing and analysis</p> <p>4.4 Describe findings using mathematical communication skills in professional and vocational contexts</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>N/A</p> |

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| Title: | Using mathematics: academic subjects | |
| Level: | 3 | |
| Credit value: | 6 | |
| GLH: | 30 | |
| 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 | |

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| <p>4. Be able to use mathematical communication in academic subjects</p> | <p>4.1 Select mathematical language for debate in academic subjects</p> <p>4.2 Select mathematical communication techniques to suit audience</p> <p>4.3 Present mathematical processing and analysis</p> <p>4.4 Describe findings using mathematical communication skills in academic subjects</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>N/A</p> |

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|---|---|--|
| Title: | Assessment and support for the recognition of prior learning through the accreditation of learning outcomes | |
| Level: | 3 | |
| Credit value: | 6 | |
| GLH: | 30 | |
| 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 | |

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| <p>3. Be able to support learners to recognise prior learning and achievement</p> | <p>3.1 Provide guidance for learners in choosing target qualifications that include their prior learning</p> <p>3.2 Describe evidence required to meet the relevant learning outcomes, assessment criteria and verification requirements for the learners' target unit(s)</p> <p>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)</p> |
| <p>4. Be able to assess evidence presented by learners</p> | <p>4.1 Explain how a consistent approach is achieved by the assessment team within the processes of quality assurance</p> <p>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)</p> <p>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</p> <p>4.4 Maintain records for assessment and verification purposes</p> |
| <p>5. Be able to evaluate and improve practice</p> | <p>5.1 Evaluate own, learner and the assessment team experiences of applying the recognition process</p> <p>5.2 Identify improvements to practice</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p> |

Optional Units – Level 4

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| Title: | Develop and prepare resources for learning and development | |
| Level: | 4 | |
| Credit value: | 6 | |
| GLH: | 25 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 | |

Additional information about the unit

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.

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| Title: | Develop learning and development programmes | |
| Level: | 4 | |
| Credit value: | 6 | |
| GLH: | 30 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 | |

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| <p>3. Be able to review learning and development programmes</p> | <p>3.1 Evaluate the learning outcomes of a learning and development programme</p> <p>3.2 Evaluate the delivery and assessment of a learning and development programme</p> <p>3.3 Identify areas for improvement for learning and development programmes</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>This is a Learning and Development unit.</p> <p>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.</p> |

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| Title: | Engage with employers to facilitate workforce development | |
| Level: | 4 | |
| Credit value: | 6 | |
| GLH: | 30 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 2.3 Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development | |
| 3. Understand how to design learning and development opportunities in the workplace | 3.1 Analyse what motivates employees to undertake learning and development in the workplace 3.2 Explain the key factors to be considered when designing learning and development solutions for employers and employees 3.3 Critically compare learning and development programmes which already exist with newly developed opportunities | |

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| <p>4. Understand how to facilitate learning and development opportunities in the workplace</p> | <p>4.1 Identify the sources of support and resources that are available from stakeholders</p> <p>4.2 Explain how employees might overcome obstacles when engaging with learning and development</p> <p>4.3 Explain how to select, support and monitor staff delivering learning and development solutions</p> <p>4.4 Evaluate the impact of workforce development opportunities on:</p> <ul style="list-style-type: none"> • employees • businesses |
| <p>5. Be able to engage with employers on workforce development issues</p> | <p>5.1 Research information about the business needs of employers in relation to productivity and performance</p> <p>5.2 Report to employers employee development needs in a professional manner</p> |
| <p>6. Be able to work with employers to facilitate workforce development solutions</p> | <p>6.1 Prepare information and advice for the employer on solutions relevant to their business</p> <p>6.2 Review employer workforce development needs using methods relevant to the nature of the business and its employees</p> <p>6.3 Propose solutions that recognise the needs of the workforce</p> <p>6.4 Implement processes to develop and support the workforce within a business partnership with the employer</p> <p>6.5 Provide ongoing evaluation of workforce development for the purposes of quality improvement</p> <p>6.6 Work with the employer to measure the impact of workforce development on their business</p> |

Additional information about the unit

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.

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| Title: | Identify the learning needs of organisations |
| Level: | 4 |
| Credit value: | 6 |
| GLH: | 30 |
| 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 | <p>1.1 Explain the principles and practice of learning needs analysis for organisations</p> <p>1.2 Analyse the factors that can influence the identification of organisational learning needs</p> <p>1.3 Explain why it is important to gain the support and commitment of relevant people</p> <p>1.4 Review the methodologies required for a learning needs analysis</p> |
| 2. Be able to conduct learning needs analysis for the organisation | <p>2.1 Confirm the purpose and aims of learning needs analysis with relevant people</p> <p>2.2 Select the organisational learning needs analysis methodology</p> <p>2.3 Apply the organisational learning needs analysis methodology</p> <p>2.4 Analyse the learning needs of the organisation</p> <p>2.5 Review methods of communicating findings from learning needs analysis to relevant people in organisations</p> |
| 3. Be able to agree organisational learning and development plans with relevant people | <p>3.1 Present recommendations for learning and development to relevant people</p> <p>3.2 Review and revise priorities with relevant people</p> |

Additional information about the unit

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.

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| Title: | Internally assure the quality of assessment | |
| Level: | 4 | |
| Credit value: | 6 | |
| GLH: | 45 | |
| 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 | |

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| <p>4. Be able to manage information relevant to the internal quality assurance of assessment</p> | <p>4.1 Apply procedures for recording, storing and reporting information relating to internal quality assurance</p> <p>4.2 Follow procedures to maintain confidentiality of internal quality assurance information</p> |
| <p>5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment</p> | <p>5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare</p> <p>5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance</p> <p>5.3 Critically reflect on own practice in internally assuring the quality of assessment</p> <p>5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>This is a Learning and Development unit.</p> <p>Evidence for all learning outcomes must come from performance in the work environment. All learning outcomes in this unit must be assessed using methods appropriate to the candidate IQA's performance. These must include:</p> <ul style="list-style-type: none"> • observation of performance, carried out in person • examining products of work • questioning <p>Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.</p> <p>Simulations are not permitted.</p> |

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| Title: | Manage learning and development in groups | |
| Level: | 4 | |
| Credit value: | 6 | |
| GLH: | 30 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 | |

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| <p>3. Be able to apply methodologies to manage learning and development in groups</p> | <p>3.1 Involve learners in agreeing group learning and development objectives</p> <p>3.2 Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group</p> <p>3.3 Manage group learning strategies and delivery methods to reflect changing requirements</p> <p>3.4 Provide individual advice to learners to assist their decision-making about future learning needs</p> |
| <p>4. Be able to manage learning and development in groups to comply with legal and organisational requirements</p> | <p>4.1 Support learner's rights in relation to equality, diversity and inclusion</p> <p>4.2 Minimise risks to safety, health, wellbeing and security of learners</p> <p>4.3 Manage confidentiality in relation to learners and the organisation</p> <p>4.4 Maintain learning and development records in accordance with organisational procedures</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>This is a Learning and Development unit.</p> <p>This unit assesses occupational competence. Evidence for the learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not permitted.</p> |

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| Title: | Understanding the principles and practices of externally assuring the quality of assessment | |
| Level: | 4 | |
| Credit value: | 6 | |
| GLH: | 45 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 activities, including: <ul style="list-style-type: none"> • information collection • communications • administrative arrangements • resources 2.4 Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards | |

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| <p>3. Understand how to externally evaluate the quality of assessment and internal quality assurance</p> | <p>3.1 Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices</p> <p>3.2 Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices</p> <p>3.3 Evaluate different techniques for externally sampling evidence of assessment, including those that use technology</p> |
| <p>4. Understand how to externally maintain and improve the quality of assessment</p> | <p>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</p> <p>4.2 Evaluate standardisation requirements relevant to the external quality assurance of assessment</p> <p>4.3 Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements</p> <p>4.4 Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment</p> |
| <p>5. Understand how to manage information relevant to external quality assurance</p> | <p>5.1 Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance</p> |

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| <p>6. Understand the legal and good practice requirements relating to 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> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>This is a Learning and Development unit.</p> |

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| Title: | Understanding the principles and practices of internally assuring the quality of assessment | |
| Level: | 4 | |
| Credit value: | 6 | |
| GLH: | 45 | |
| 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 | |

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| <p>4. Understand how to internally maintain and improve the quality of assessment</p> | <p>4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment</p> <p>4.2 Explain standardisation requirements in relation to assessment</p> <p>4.3 Explain relevant procedures regarding disputes about the quality of assessment</p> |
| <p>5. Understand how to manage information relevant to the internal quality assurance of assessment</p> | <p>5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment</p> |
| <p>6. Understand the legal and good practice requirements for the internal quality assurance of assessment</p> | <p>6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare</p> <p>6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment</p> <p>6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance</p> <p>6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>This is a Learning and Development unit.</p> |

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|---|---|--|
| Title: | Delivering employability skills | |
| Level: | 4 | |
| Credit value: | 6 | |
| GLH: | 20 | |
| 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; and • reflect a realistic working environment 3.4 Use selected techniques and strategies to deliver employability skills sessions 3.5 Demonstrate ways to negotiate behavioural parameters when using workplace practices with learners | |

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| <p>4. Be able to evaluate own delivery of employability skills</p> | <p>4.1 Evaluate the effectiveness of techniques, strategies and practices used for the delivery of employability skills</p> <p>4.2 Identify own strengths and areas for improvement for the delivery of employability skills</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p> |

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| Title: | Effective partnership working in the learning and teaching context | |
| Level: | 4 | |
| Credit value: | 15 | |
| GLH: | 50 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 | |

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| <p>3. Understand the structure and management of a partnership</p> | <p>3.1 Review individual roles and responsibilities within a specific partnership</p> <p>3.2 Summarise the potential contribution of stakeholders to a specific partnership</p> <p>3.3 Identify boundaries of individual roles and ownership issues within a specific partnership</p> <p>3.4 Review resource implications for a specific partnership and its individual members</p> <p>3.5 Review how a specific partnership is managed identifying potential management issues</p> |
| <p>4. Understand how to measure and report on a partnership's outputs</p> | <p>4.1 Summarise performance indicators used to measure the effectiveness of a specific partnership</p> <p>4.2 Review the effectiveness of a specific partnership's outputs drawing on valid and reliable data</p> <p>4.3 Summarise methods of presenting partnership outputs to interested parties</p> |
| <p>5. Understand how to communicate effectively within a partnership</p> | <p>5.1 Summarise methods for effective communication between partners</p> <p>5.2 Review the communication strategy of a specific partnership</p> <p>5.3 Review own communication methods and skills as a partnership member</p> |
| <p>6. Understand the wider context within which a partnership operates</p> | <p>6.1 Explain the potential impact of other stakeholders and agencies relating to a specific partnership</p> <p>6.2 Summarise the impact of key government policies and initiatives on a specific partnership</p> <p>6.3 Review ways for a partnership to establish and maintain communities of practice</p> |

| Additional information about the unit | |
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| Assessment Guidance | N/A |

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|---|---|---|
| Title: | Equality and diversity | |
| Level: | 4 | |
| Credit value: | 6 | |
| GLH: | 25 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 |

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| <p>5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning</p> | <p>5.1 Reflect on own strengths in promoting equality and valuing diversity</p> <p>5.2 Evaluate the impact of own practice in promoting equality and valuing diversity</p> <p>5.3 Identify areas for further personal development in promoting equality and valuing diversity</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>N/A</p> |

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| Title: | Evaluating learning programmes | |
| Level: | 4 | |
| Credit value: | 3 | |
| GLH: | 15 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 | |

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| <p>3. Be able to evaluate the effectiveness of a learning programme</p> | <p>3.1 Apply selected methods to evaluate the effectiveness of a learning programme</p> <p>3.2 Apply selected methods to collect data to evaluate the effectiveness of a learning programme</p> <p>3.3 Analyse data collected to evaluate the effectiveness of a learning programme</p> <p>3.4 Apply relevant guidelines and legislation relevant to data collection and analysis</p> <p>3.5 Present analysis of evaluation results</p> <p>3.6 Explain how analysis of evaluation results can be used to improve the effectiveness of a learning programme</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>N/A</p> |

| | | |
|--|---|--|
| Title: | Inclusive practice | |
| Level: | 4 | |
| Credit value: | 15 | |
| GLH: | 50 | |
| 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 | |

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| <p>4. Understand how to create and maintain an inclusive learning environment</p> | <p>4.1 Review key features and benefits of an inclusive learning environment</p> <p>4.2 Analyse ways to promote equality and value diversity</p> <p>4.3 Analyse ways to promote inclusion</p> <p>4.4 Review strategies for effective liaison between professionals involved in inclusive practice</p> |
| <p>5. Understand how to evaluate own inclusive practice</p> | <p>5.1 Review the effectiveness of own inclusive practice</p> <p>5.2 Identify own strengths and areas for improvement in relation to inclusive practice</p> <p>5.3 Plan opportunities to improve own skills in inclusive practice</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>N/A</p> |

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|---|---|--|
| Title: | Preparing for the coaching role | |
| Level: | 4 | |
| Credit value: | 3 | |
| GLH: | 15 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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; and • safeguarding and disclosure 2.4 Identify sources of support to deal with issues which are outside of own expertise or authority 2.5 Explain what constitutes a safe and comfortable environment for a coaching session | |

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| <p>3. Understand how to identify client goals and outcomes</p> | <p>3.1 Analyse ways of identifying and agreeing outcomes and goals with clients</p> <p>3.2 Explain the role of a coaching agreement</p> <p>3.3 Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals</p> <p>3.4 Analyse client responsibility and autonomy for making changes</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>N/A</p> |

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|--|--|--|
| Title: | Preparing for the mentoring role | |
| Level: | 4 | |
| Credit value: | 3 | |
| GLH: | 15 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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; and • safeguarding and disclosure 2.4 Identify sources of support to deal with issues which are outside of own expertise or authority 2.5 Explain what constitutes a safe and comfortable environment for a | |

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| | mentoring session |
| 3. Understand how to identify client goals and outcomes | <p>3.1 Analyse ways of identifying and agreeing outcomes and goals with clients</p> <p>3.2 Explain the role of a mentoring agreement</p> <p>3.3 Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals</p> <p>3.4 Analyse client responsibility and autonomy for making changes</p> |
| Additional information about the unit | |
| Assessment Guidance | N/A |

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|---|--|--|
| Title: | Preparing for the personal tutoring role | |
| Level: | 4 | |
| Credit value: | 3 | |
| GLH: | 15 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 | |

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| <p>3. Understand the use of personal tutoring in a specific context</p> | <p>3.1 Describe the range of support available for learners within a specific context</p> <p>3.2 Explain legal and organisational requirements in a specific context relating to:</p> <ul style="list-style-type: none"> • data protection; • copyright • privacy; • confidentiality; and • safeguarding and disclosure <p>3.3 Explain how to work with others in a specific context to support learners</p> <p>3.4 Explain how to work with external stakeholders and partners to support learners</p> |
| <p>4. Understand how personal learning targets are created and monitored</p> | <p>4.1 Explain the purpose of an individual learning plan</p> <p>4.2 Analyse approaches to support learners to create personal learning targets</p> <p>4.3 Explain the importance of reviewing learner progress and targets</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>N/A</p> |

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|---|--|--|
| Title: | Principles and practice of lipreading teaching | |
| Level: | 4 | |
| Credit value: | 12 | |
| GLH: | 48 | |
| 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 lipread by adults with acquired hearing loss | |

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| <p>5. Be able to use specialist techniques and methodology for teaching lipreading</p> | <p>5.1 Explain and demonstrate the use of voice and devoice techniques in supporting lipreading development</p> <p>5.2 Explain and demonstrate the use of specialist methods for teaching lipreading to adults</p> <p>5.3 Justify own selection and use of specialist resources to support the development of lipreading skills by adults</p> |
| <p>6. Understand assistive aids and services available to those with acquired hearing loss</p> | <p>1.1 Evaluate assistive equipment available to those with hearing loss</p> <p>1.2 Evaluate services offered by agencies and organisations to those with acquired hearing loss</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted</p> |

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|---|--|--|
| Title: | Specialist delivery techniques and activities | |
| Level: | 4 | |
| Credit value: | 9 | |
| GLH: | 30 | |
| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | |
| 1. Understand the role of specialist delivery techniques in a specific area | 1.1 Explain the purpose of specialist delivery techniques in meeting learner needs in a specific area 1.2 Identify learning needs that can be met through the use of specialist delivery techniques 1.3 Justify the use of specialist delivery techniques to meet the needs of learners in a specific area | |
| 2. Be able to develop specialist delivery techniques and learning activities in own specific area | 2.1 Review issues that influence the development of specialist delivery techniques 2.2 Select specialist delivery techniques to meet the needs of learners 2.3 Plan the use of specific learning activities to support specialist delivery techniques 2.4 Select resources to support specialist delivery techniques and learning activities 2.5 Identify ways in which specialist delivery techniques can be adapted to meet the needs of individual learners | |
| 3. Be able to use specialist delivery techniques and learning activities | 3.1 Use specialist delivery techniques and learning activities to meet the needs of learners 3.2 Use resources to support specialist delivery techniques and learning activities | |

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| <p>4. Be able to evaluate own practice in relation to specialist delivery techniques</p> | <p>4.1 Review the effectiveness of own use of specialist delivery techniques to meet the needs of learners</p> <p>4.2 Identify strengths and areas for improvement in own skills in the development and use of specialist delivery techniques</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.</p> |

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|---|---|--|
| Title: | Teaching in a specialist area | |
| Level: | 4 | |
| Credit value: | 15 | |
| GLH: | 50 | |
| 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 | |

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| <p>4. Understand how to use resources for inclusive teaching and learning in a specialist area</p> | <p>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</p> <p>4.2 Analyse the inclusiveness of own use of teaching and learning resources in a specialist area</p> |
| <p>5. Be able to work with others within a specialist area to develop own practice</p> | <p>5.1 Liaise with others within a specialist area to develop own practice</p> <p>5.2 Review the impact of liaison with other teachers and trainers within own specialist area on own practice</p> |
| <p>6. Be able to evaluate, improve and update own knowledge and skills in a specialist area</p> | <p>6.1 Review the effectiveness of own knowledge and skills in a specialist area</p> <p>6.2 Identify own strengths and areas for improvement in relation to practice in a specialist area</p> <p>6.3 Identify opportunities to improve and update own knowledge and skills in a specialist area</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>N/A</p> |

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|---|---|--|
| Title: | Understanding and managing behaviours in a learning environment | |
| Level: | 4 | |
| Credit value: | 6 | |
| GLH: | 20 | |
| 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 | |

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| <p>5. Be able to evaluate own practice in managing behaviours in a learning environment</p> | <p>5.1 Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment</p> <p>5.2 Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p> |

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|---|---|--|
| Title: | Working with the 14-19 age range in education and training | |
| Level: | 4 | |
| Credit value: | 9 | |
| GLH: | 30 | |
| 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; and • individual learner needs | |

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| <p>4. Be able to deliver learning to meet the needs of individual 14-19 learners</p> | <p>4.1 Use teaching and learning approaches that take account of:</p> <ul style="list-style-type: none"> • own analysis of teaching and learning approaches for use with 14-19 learners; • curriculum requirements; and • individual needs of 14-19 learners. <p>4.2 Use assessment methods that take account of:</p> <ul style="list-style-type: none"> • own analysis of teaching and learning approaches for use with 14-19 learners; • curriculum requirements; and • individual needs of 14-19 learners. |
| <p>5. Be able to evaluate own practice in working with the 14-19 age range</p> | <p>5.1 Evaluate own practice in working with 14-19 learners</p> <p>5.2 Identify areas for improvement in own practice in working with 14-19 learners</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p> |

Optional Units – Level 5

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| Title: | Action learning to support development of subject specific pedagogy | |
| Level: | 5 | |
| Credit value: | 15 | |
| GLH: | 50 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <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 | |

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| <p>5. Be able to apply learning from investigation of an area of interest to own practice in a subject specific area</p> | <p>5.1 Justify selected areas for development based on findings from investigation of an area of interest</p> <p>5.2 Evaluate the benefits of changes made to own practice</p> |
| <p>6. Be able to present findings from investigation of an area of interest in own subject specific area</p> | <p>6.1 Report own findings from investigation of an area of practice</p> <p>6.2 Justify own conclusions drawn from investigation of an area of practice</p> <p>6.3 Justify own recommendations for improving practice within subject specific pedagogy</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>N/A</p> |

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|---|--|--|
| Title: | Action research | |
| Level: | 5 | |
| Credit value: | 15 | |
| GLH: | 50 | |
| 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 | |

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| <p>4. Be able to carry out action research</p> | <p>4.1 Draw on selected literature relating to an area of practice for action research</p> <p>4.2 Justify own choice of methods selected for action research</p> <p>4.3 Collect data relating to an area of practice for action research</p> <p>4.4 Analyse data collected from action research</p> <p>4.5 Present data collected from action research</p> <p>4.6 Draw conclusions based on findings from action research</p> |
| <p>5. Be able to present the outcomes of action research</p> | <p>5.1 Report own findings and conclusions from action research</p> <p>5.2 Justify own recommendations for action to be taken based on conclusions from action research</p> |
| <p>6. Be able to evaluate own practice in relation to action research</p> | <p>6.1 Analyse the effectiveness of own practice in relation to action research</p> <p>6.2 Identify own strengths and areas for improvement in relation to action research</p> <p>6.3 Plan opportunities to improve own skills in action research</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>N/A</p> |

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| Title: | Developing, using and organising resources in a specialist area | |
| Level: | 5 | |
| Credit value: | 15 | |
| GLH: | 50 | |
| 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 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 | |

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| <p>4. Understand legal requirements and responsibilities relating to the development and use of resources</p> | <p>4.1 Review legal requirements and responsibilities relating to the development and use of resources</p> <p>4.2 Analyse the implications of intellectual property rights and copyright for the development and use of resources</p> |
| <p>5. Be able to evaluate own practice in relation to development and use of resources in own specialist area</p> | <p>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</p> <p>5.2 Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area</p> <p>5.3 Plan opportunities to improve own skills in development and use of resources in own specialist area</p> |
| <p>Additional information about the unit</p> | |
| <p>Assessment Guidance</p> | <p>N/A</p> |

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|---|---|--|
| Title: | Managing behaviours in a learning environment | |
| Level: | 5 | |
| Credit value: | 6 | |
| GLH: | 20 | |
| Learning outcomes | Assessment criteria | |
| <i>The learner will:</i> | <i>The learner can:</i> | |
| 1. Understand the characteristics and impact of behaviours in a learning environment | 1.1 Analyse behaviours that can occur in a learning environment 1.2 Analyse potential factors contributing to behaviours in a learning environment 1.3 Analyse the impact of behaviours on a learning environment | |
| 2. Understand legislation and organisational policies relating to managing behaviours in a learning environment | 2.1 Analyse legislation relating to managing behaviours in a learning environment 2.2 Analyse organisational policies relating to managing behaviours in a learning environment | |
| 3. Be able to apply theories of behaviour management to create and maintain a purposeful learning environment | 3.1 Analyse theories of behaviour management 3.2 Establish a purposeful learning environment 3.3 Explain how own practice in creating a purposeful learning environment has taken account of theories of behaviour management | |
| 4. Be able to evaluate own practice in managing behaviours in a learning environment | 4.1 Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment 4.2 Identify own strengths and areas for improvement in relation to managing behaviours in a learning environment | |

Additional information about the unit

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.

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| Title: | Assess vocational skills, knowledge and understanding | |
| Level: | 3 | |
| Credit value: | 6 | |
| GLH: | 30 | |
| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Guidance on Evidence Requirements |
| 1. Be able to prepare assessments of vocational skills, knowledge and understanding | <p>1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:</p> <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning <p>1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding</p> <p>1.3 Communicate the purpose, requirements and processes of</p> | <p>The trainee assessor must be able to evidence planning for two assessments of two learners (a total of four assessments), which should use at least three of the assessment methods listed in AC1.1. If the plans do not include assessment methods listed in AC1.1, the trainee assessor must evidence through a statement or by discussion how they would plan to use them. Where possible the trainee assessor should also show how the assessment methods meet requirements (e.g. of the organisation and the AO) and learners' needs.</p> <p>The trainee assessor must also be able to evidence that they have been able to prepare the environment appropriately for the assessments.</p> |

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| | <p>assessment of vocational skills, knowledge and understanding to learners</p> | |
| <p>2. Be able to carry out assessments of vocational skills, knowledge and understanding</p> | <p>2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements</p> <p>2.2 Provide support to learners within agreed limitations</p> <p>2.3 Analyse evidence of learner achievement</p> <p>2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria</p> <p>2.5 Follow standardisation procedures</p> <p>2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression</p> | <p>There must be evidence of the trainee assessor carrying out at least two assessments of two learners' occupational competence (four assessments in total). There must be evidence to cover all the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:</p> <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning <p>Simulations are not allowed.</p> <p>Other forms of evidence will be acceptable for the remaining assessment methods. The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning</p> |

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| | | <p>or professional discussions.</p> <p>If the trainee assessor's practice does not include all the assessment methods in AC 1.1, they must be able to explain (in writing or verbally) how they would manage those they have not been able to evidence through observation.</p> <p>The trainee assessor must explain (in writing or verbally) how they have:</p> <ul style="list-style-type: none"> • matched and measured evidence against the standards/assessment criteria • made their assessment decisions • ensured that their assessment decisions met their organisation's standardisation requirements <p>The trainee assessor must be observed on a minimum of one occasion giving clear, accurate and constructive feedback to learners, which should identify progress and any further learning needs.</p> |
| <p>3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding</p> | <p>3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues as required</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p> | <p>The trainee assessor must be able to show that assessment records follow their organisation and awarding organisation requirements for:</p> <ul style="list-style-type: none"> • recording assessments and decisions • communicating information about the four assessments • storing information about the assessments <p>The trainee assessor will also be able to explain (in writing or verbally) how they met the Data Protection, awarding organisation and own organisation's requirements for confidentiality of the assessment process.</p> |

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| <p>4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding</p> | <p>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</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism</p> <p>4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding</p> <p>4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding</p> | <p>The trainee assessor must be able to evidence through observations of their practice and the associated work products that they have met legal and awarding organisation requirements and followed organisational procedures including those for:</p> <ul style="list-style-type: none"> • Health and safety • Equality and diversity • Assessment (where there is a strategy for assessing a qualification) <p>The trainee assessor will also be able to explain (in writing or verbally) how they:</p> <ul style="list-style-type: none"> • have met the above requirements • have evaluated the assessments they have carried out, including what went well and any areas for improvement • plan to maintain occupational expertise and competence in their assessor role. |
| <p>Unit Guidance</p> | | |
| <p>The aim of this unit is to assess a trainee assessor's performance in assessing vocational skills, knowledge and understanding in a classroom, workshop, simulated or other training environment, rather than assessing competence in the work environment.</p> <p>Evidence for all learning outcomes must come from the trainee assessor's performance in their work environment. Simulated assessments are not allowed. This unit requires evidence of the trainee assessor working with real learners, staff or customers. There must be evidence to cover all the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:</p> <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects | | |

- case studies
- recognising prior learning

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

The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions. There must be evidence of the trainee assessor carrying out at least **two assessments of two learners'** skills, knowledge and understanding (**four** assessments in total).

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit does not require the design of assessments.

This unit is underpinned by the Learning and Development NOS, Standard 9: Assess learner achievement

Appendix 1

Credit transfer of units in the Level 4 Certificate in Education and Training

| Unit | Qualification(s) unit is also included in |
|---|--|
| Understanding roles, responsibilities and relationships in education and training | SFJ Awards Level 3 Award in Education and Training |
| Assess occupational competence in the work environment | SFJ Awards Level 3 Award In Assessing Competence in the Work Environment |
| | SFJ Awards Level 3 Certificate In Assessing Vocational Achievement |
| | SFJ Awards Level 3 Certificate In Learning and development |
| | SFJ Awards Level 4 Diploma In Learning and Development |
| Assess vocational skills, knowledge and understanding | SFJ Awards Level 3 Award In Assessing Vocationally Related Achievement |
| | SFJ Awards Level 3 Certificate In Assessing Vocational Achievement |
| | SFJ Awards Level 3 Certificate In Learning and development |
| | SFJ Awards Level 4 Diploma In Learning and Development |
| Action learning to support development of subject specific pedagogy | Level 5 Diploma in Education and Training |
| Assess vocational skills, knowledge and understanding | SFJ Awards Level 3 Award In Assessing Vocationally Related Achievement |
| | SFJ Awards Level 3 Certificate In Assessing Vocational Achievement |
| | SFJ Awards Level 3 Certificate In Learning and Development |
| | SFJ Awards Level 4 Diploma In Learning and Development |
| Engage learners in the learning and development process | SFJ Awards Level 3 Certificate In Learning and Development |
| | SFJ Awards Level 4 Diploma In Learning and Development |
| Engage with employers to develop and support learning provision | SFJ Awards Level 3 Certificate In Learning and Development |
| | SFJ Awards Level 4 Diploma In Learning and Development |
| Identify individual learning and development needs | SFJ Awards Level 3 Certificate In Learning and development |
| | SFJ Awards Level 4 Diploma In Learning and Development |

| Unit | Qualification(s) unit is also included in |
|---|---|
| Analysing English language for literacy and language teaching | Level 3 Award In English for Literacy and Language Teaching |
| Reading skills for literacy and language teaching | Level 3 Award In English for Literacy and Language Teaching |
| Speaking and listening skills for literacy and language teaching | Level 3 Award In English for Literacy and Language Teaching |
| Writing skills for literacy and language teaching | Level 3 Award In English for Literacy and Language Teaching |
| Using mathematics: personal and public life | Level 3 Award In Mathematics for Numeracy Teaching |
| Using mathematics: professional and vocational contexts | Level 3 Award In Mathematics for Numeracy Teaching |
| Using mathematics: academic subjects | Level 3 Award In Mathematics for Numeracy Teaching |
| Develop and prepare resources for learning and development | SFJ Awards Level 3 Certificate In Learning and Development |
| | SFJ Awards Level 4 Diploma In Learning and Development |
| | Level 5 Diploma in Education and Training |
| Develop learning and development programmes | SFJ Awards Level 4 Diploma In Learning and Development |
| | Level 5 Diploma in Education and Training |
| Engage with employers to facilitate workforce development | SFJ Awards Level 4 Diploma In Learning and Development |
| | Level 5 Diploma in Education and Training |
| Identify the learning needs of organisations | SFJ Awards Level 4 Diploma In Learning and Development |
| | Level 5 Diploma in Education and Training |
| Internally assure the quality of assessment | SFJ Awards Level 4 Award In Internal Quality Assurance of Assessment Processes and Practice |
| | SFJ Awards Level 4 Certificate In Leading the Internal Quality Assurance of Assessment Processes and Practice |
| | SFJ Awards Level 4 Diploma In Learning and Development |
| | Level 5 Diploma in Education and Training |
| Manage learning and development in groups | SFJ Awards Level 4 Diploma In Learning and Development |
| | Level 5 Diploma in Education and Training |
| Understanding the principles and practices of externally assuring the quality of assessment | SFJ Awards Level 4 Award in the External Quality Assurance of Assessment Processes and Practice |
| | SFJ Awards Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice |
| | SFJ Awards Level 4 Certificate in Leading the External |

| Unit | Qualification(s) unit is also included in |
|---|---|
| | Quality Assurance of Assessment Processes and Practice |
| | Level 5 Diploma in Education and Training |
| Understanding the principles and practices of internally assuring the quality of assessment | SFJ Awards Level 4 Certificate In Leading the Internal Quality Assurance of Assessment Processes and Practice |
| | SFJ Awards Level 4 Award In Internal Quality Assurance of Assessment Processes and Practice |
| | SFJ Awards Level 4 Award In Understanding the Internal Quality Assurance of Assessment Processes and Practice |
| | SFJ Awards Level 4 Diploma In Learning and Development |
| | Level 5 Diploma in Education and Training |
| Delivering employability skills | Level 5 Diploma in Education and Training |
| Effective partnership working in the learning and teaching context | Level 5 Diploma in Education and Training |
| Equality and diversity | Level 5 Diploma in Education and Training |
| Evaluating learning programmes | Level 5 Diploma in Education and Training |
| Inclusive practice | Level 5 Diploma in Education and Training |
| Preparing for the coaching role | Level 5 Diploma in Education and Training |
| Preparing for the mentoring role | Level 5 Diploma in Education and Training |
| Preparing for the personal tutoring role | Level 5 Diploma in Education and Training |
| Principles and practice of lipreading teaching | Level 5 Diploma in Education and Training |
| Specialist delivery techniques and activities | Level 5 Diploma in Education and Training |
| Teaching in a specialist area | Level 5 Diploma in Education and Training |
| Understanding and managing behaviours in a learning environment | Level 5 Diploma in Education and Training |
| Action research | Level 5 Diploma in Education and Training |
| Developing, using and organising resources in a specialist area | SFJ Awards Level 5 Diploma in Education and Training |
| Managing behaviours in a learning environment | SFJ Awards Level 5 Diploma in Education and Training |

Appendix 2

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

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

| Unit | Practice requirement | Observation and assessment of practice requirement | Notes on requirements |
|---|-----------------------------|---|---|
| Using resources for education and training Level 4 | Yes | Yes | <p>The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice.</p> <p>To be eligible for the award of credit for any one of the three units where practice is required, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.</p> |

Appendix 3

Ofsted grade descriptors: Quality of teaching, learning and assessment¹³

¹³ This section is extracted from the Further education and skills inspection handbook, Ofsted 2017
<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook>

Quality of teaching, learning and assessment criteria

The Common Inspection Framework (CIF)¹⁴ sets out the overarching criteria for judging the quality of teaching, learning and assessment.

In making this judgement, inspectors will consider the extent to which:

- teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding
- learners are supported to achieve their learning goals, both in and between learning sessions
- staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers' needs
- staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can
- staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps
- staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable
- learners receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential
- employers, parents and carers, as appropriate, are engaged in planning learners' development; they are kept informed by the provider of each learner's attendance, progress and improvement, where appropriate
- teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying
- staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for learners who have special educational needs and/or disabilities
- teaching promotes learners' spiritual, moral, social and cultural development
- teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims.

¹⁴ Common inspection framework: education, skills and early years, Ofsted 2015
<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

Grade descriptors: quality of teaching, learning and assessment

Note: grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Learners are curious, interested and keen to learn. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning sessions and, where appropriate, use their experiences in the workplace to further develop their knowledge, skills and understanding.
- Learners are eager to know how they can improve their work and develop their knowledge, understanding and skills. They capitalise on opportunities to use feedback to improve. Staff check learners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning.
- Staff are determined that learners achieve well. They have excellent subject knowledge and motivate and engage learners, who enjoy the work they complete. Staff have consistently high expectations of all learners' attitudes to learning and learners are set challenging targets to achieve.
- Staff plan learning sessions and assessments very effectively so that all learners undertake demanding work that helps them to realise their potential. Staff identify and support any learner who is falling behind and enable almost all to catch up.
- Staff gather a useful range of accurate assessment information and use this to give learners incisive feedback about what they can do to improve their knowledge, understanding and skills. Learners are committed to taking these next steps and their work shows that almost all are making substantial and sustained progress.
- Staff set work that consolidates learning, deepens understanding and develops skills, and prepares learners very well for their next steps.
- Where appropriate, parents and/or employers are provided with clear and timely information that details the extent of learners' progress in relation to the standards expected and what they need to do to improve.
- Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience.
- Staff promote, where appropriate, English, mathematics, ICT and employability skills exceptionally well and ensure that learners are well-equipped with the necessary skills to progress to their next steps.

Good (2)

- Most learners enjoy their learning across the provision. Teaching challenges them and enables them to develop, consolidate and deepen their knowledge, understanding and skills well.
- Most learners want to know how to improve their learning and act on feedback to help them to improve. Staff listen to, carefully observe and skilfully question learners during learning sessions. They reshape tasks and explanations and provide feedback to tackle misconceptions and build on learners' strengths. This has a positive impact on learning.
- Staff give learners feedback that details what they need to do to improve; many learners act on this to make improvements. This consolidates and deepens learners' knowledge, understanding and skills and prepares them very well for their future.
- Staff assess learners' knowledge and understanding frequently to ensure that they are making at least the expected progress throughout their time with the provider,

including the time spent at work or on work experience. Staff use this information well to plan activities in which learners undertake demanding work that helps them to make strong progress. They identify and support effectively those learners who start to fall behind.

- Staff set work that builds on previous learning, extends learners' knowledge and understanding and develops their skills to ensure that they are prepared for their future.
- Where appropriate, parents and/or employers are informed about learners' progress in relation to the standards expected.
- Staff challenge stereotypes and the use of derogatory language, including at work. Staff promote equality of opportunity and diversity in teaching and learning.
- Staff develop, where appropriate, learners' English, mathematics, ICT and employability skills to prepare them for their future progression.

Requires improvement (3)

- Teaching, learning and assessment are not yet good.

Inadequate (4)

The judgement on the quality of teaching, learning and assessment is likely to be inadequate where one or more of the following applies.

- Teaching and/or assessment is poorly planned.
- Weak assessment practice means that teaching fails to meet learners' needs.
- Learners or particular groups of learners are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Learners are not developing English, mathematics, ICT or employability skills adequately to equip them for their future progression.
- Staff do not promote equality of opportunity or understanding of diversity effectively and this disadvantages individuals or groups of learners.
- As a result of weak teaching, learning and assessment over time, learners or groups of learners make insufficient progress and are unsuccessful in attaining their learning goals and progressing to their planned next steps.
- Staff lack expertise and the ability to promote learning and learners do not see its relevance to their everyday lives and planned next steps.

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