

# Qualification specification

**NCFE Level 4 Certificate in Education and  
Training  
QN: 601/1621/3**

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## Summary of changes

This document summarises the changes to this qualification specification.

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

# Section 1

## About this qualification

## Introduction

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

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

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

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

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## Support handbook

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

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

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Qualification summary	
<b>Qualification title</b>	NCFE Level 4 Certificate in Education and Training
<b>Qualification number (QN)</b>	601/1621/3
<b>Aim reference</b>	60116213
<b>Total qualification time (TQT)</b>	360
<b>Guided learning hours (GLH)</b>	140
<b>Credit value</b>	36
<b>Minimum age</b>	19
<b>Qualification purpose</b>	<p>This qualification is designed to develop a learner's practical teaching skills and prepare them to work in a wide range of contexts. This qualification may be helpful for those whose duties do not include the full range of teaching responsibilities (for example, instructors or those who teach very small groups of learners).</p> <p>It has been developed for those intending to work in the post-16 education and training sector.</p>
<b>Aims and objectives</b>	<p>This qualification aims to develop practical teaching skills and, through the optional units, prepares teachers to work in a wide range of contexts. It requires observation and assessment of practice.</p> <p>It can meet the needs of a range of trainee teachers, including:</p> <ul style="list-style-type: none"> <li>• individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification</li> <li>• individuals who are currently teaching and training (including those who have just begun teaching and training) who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification</li> <li>• individuals currently working as assessors who wish to achieve a teaching qualification</li> </ul> <p>The objective of this qualification is to:</p> <ul style="list-style-type: none"> <li>• confirm occupational competence in a teaching role within the workplace</li> </ul>

Qualification summary	
<b>Work/industry placement experience</b>	<p>This qualification requires learners to complete a work/industry placement experience.</p> <p>This qualification requires learners to complete a <b>minimum of 30 hours of practice</b>.</p>
<b>Real work environment (RWE) requirement/recommendation</b>	<p>Where the assessment requirements for a unit allows, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. Often used to support simulation.</p> <p>Simulation is not permitted for all units. Please see unit delivery and assessment guidance.</p>
<b>Rules of combination</b>	To be awarded the Level 4 Certificate in Education and Training, learners must achieve a minimum of 36 credits: 21 from the mandatory units and a minimum of 15 from the optional units. At least 21 credits must be at or above level 4.
<b>Grading</b>	Achieved/not yet achieved
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Additional assessment requirements</b>	This qualification must be assessed in line with the Education and Training Foundation's guidance for qualifications in education and training.
<b>Staffing requirements</b>	<p>This section is intended to give some guidance on the experience and qualifications needed to deliver and assess this qualification. Those who are delivering, assessing or quality assuring specialist optional units must also be suitably qualified in those areas (for example, English, mathematics, English for speakers of other languages (ESOL)).</p> <p>The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.</p> <p>Centres must provide sufficient numbers of suitably experienced assessors and internal quality assurers to ensure that qualifications are delivered effectively. NCFE cannot be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.</p> <p>All those delivering units and/or observing and assessing practice for this qualification should have all of the following:</p>



Qualification summary	
	<ul style="list-style-type: none"> <li>• a teaching or training qualification (this does not include qualifications that only provide an introduction to teaching (for example, the Level 3 Award in Education and Training or the Level 3 or Level 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) awards))</li> <li>• evidence of relevant teaching experience in an education or training context</li> <li>• access to appropriate guidance and support</li> <li>• on-going participation in related programme quality assurance processes</li> </ul> <p>There are additional requirements for those who assess and internally quality assure the learning and development units.</p> <p>All those who assess the learning and development units must:</p> <ul style="list-style-type: none"> <li>• already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of 2 assessors)</li> <li>• have up-to-date working knowledge and experience of best practice in assessment and quality assurance</li> <li>• hold one of the following qualifications or their recognised equivalent:             <ul style="list-style-type: none"> <li>○ Level 3 Award in Assessing Competence in the Work Environment</li> <li>○ Level 3 Certificate in Assessing Vocational Achievement</li> <li>○ A1 Assess candidate performance using a range of methods</li> <li>○ D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence</li> </ul> </li> <li>• show current evidence of continuing professional development in assessment and quality assurance</li> </ul> <p>All those who are involved with the quality assurance of these qualifications internally must:</p> <ul style="list-style-type: none"> <li>• have up-to-date working knowledge and experience of best practice in assessment and quality assurance</li> <li>• hold one of the following assessor qualifications or their recognised equivalent:             <ul style="list-style-type: none"> <li>○ Level 3 Award in Assessing Competence in the Work Environment</li> <li>○ Level 3 Certificate in Assessing Vocational Achievement</li> <li>○ A1 Assess candidate performance using a range of methods</li> <li>○ D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence</li> </ul> </li> <li>• hold one of the following internal quality assurance qualifications or their recognised equivalent:</li> </ul>

<b>Qualification summary</b>	
	<ul style="list-style-type: none"> <li>○ Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice</li> <li>○ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice</li> <li>○ V1 Conduct internal quality assurance of the assessment process</li> <li>○ D34 Internally verify the assessment process</li> <li>● show current evidence of continuing professional development in assessment and quality assurance</li> </ul> <p>Please contact our quality assurance team should you want to clarify a member of staff's suitability.</p>
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>● Level 4 Award for Technology Enabled Educators</li> <li>● Level 5 Diploma in Education and Training</li> <li>● Level 5 Diploma in Principles of Management and Leadership</li> </ul> <p>Learners may also progress into employment as a tutor within:</p> <ul style="list-style-type: none"> <li>● further education colleges</li> <li>● adult and community education providers</li> <li>● offender education</li> <li>● work based learning providers</li> <li>● the third/voluntary sector</li> <li>● independent training organisations</li> </ul>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 601/1621/3.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

## Entry guidance

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

There are no other nationally agreed entry requirements.

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

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

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

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

## Minimum core of literacy, language, numeracy and ICT

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector. The minimum core document comprises 3 sections:

- language and literacy
- numeracy
- ICT

Each of these sections comprises 2 parts:

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

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the teaching qualifications. Details can be found in the document : The Minimum Core for teacher training qualifications for the Further Education and Skills sector. Please ensure you are using the most up-to-date version of this guidance.

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)

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

## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve a minimum of **36 credits: 21** from the mandatory units and a minimum of **15** from the optional units. At least 21 credits must be at or above level 4.

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

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

## Practice requirements

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

**There is a requirement for a minimum of 30 hours of practice for this qualification.** There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken that specify that purpose. However, where 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:

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

## Observed and assessed practice requirements

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

Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. Centres should refer to Ofsted's further education and skills inspection handbook to help them to make a judgement about whether a trainee teacher has met the required standard of practice in an observation.

For the education and training units, practice must be in a teaching and learning environment. As stated above, there is a requirement for a minimum of 3 observations of practice. The 3 observations must be linked to the following mandatory units:

- Unit 02 Delivering education and training
- Unit 03 Using resources for education and training
- Unit 04 Assessing learners in education and training

It is recommended that a holistic approach be taken to observed and assessed practice so that each observation and assessment of practice enables trainee teachers to provide evidence for all 3 of the units identified above.

Note that, to be eligible for the award of credit for any one of the above 3 units, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that meets the required standard of practice. To be eligible for the award of credit for all 3 units, a trainee teacher must be able to provide evidence of a minimum of 3 assessed observations of practice that meet the required standard of practice.

There are additional practice requirements, including observed and assessed practice requirements, for some optional units that belong to the education and training suite. These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units.

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

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## Units

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

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



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

## Mandatory units



Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 01	H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	3	12
Unit 02	M/505/0122	Delivering education and training	4	6	24
Unit 03	L/505/0127	Using resources for education and training	4	3	15
Unit 04	F/505/0125	Assessing learners in education and training	4	6	24
Unit 05	A/505/1189	Planning to meet the needs of learners in education and training	4	3	15

**Optional units**

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 06	H/601/5314	Assess occupational competence in the work environment	3	6	30
Unit 07	F/601/5319	Assess vocational skills, knowledge and understanding	3	6	30
Unit 08	A/502/9547	Develop and prepare resources for learning and development	4	6	25
Unit 09	M/502/9545	Develop learning and development programmes	4	6	30
Unit 10	F/502/9551	Engage learners in the learning and development process	3	6	30
Unit 11	Y/502/9555	Engage with employers to develop and support learning provision	3	6	25
Unit 12	D/502/9556	Engage with employers to facilitate workforce development	4	6	30
Unit 13	K/502/9544	Identify individual learning and development needs	3	3	24
Unit 14	H/502/9543	Identify the learning needs of organisations	4	6	30
Unit 15	A/601/5321	Internally assure the quality of assessment	4	6	45
Unit 16	A/502/9550	Manage learning and development in groups	4	6	30
★ Unit 17	F/601/5322	Understanding the principles and practices of externally assuring the quality of assessment	4	6	45





Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 18	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45
Unit 19	J/503/4850	Analysing English language for literacy and language teaching	3	3	15
Unit 20	R/503/4852	Reading skills for literacy and language teaching	3	3	15
Unit 21	D/503/4854	Speaking and listening skills for literacy and language teaching	3	3	15
Unit 22	K/503/4856	Writing skills for literacy and language teaching	3	3	15
Unit 23	A/503/4859	Using mathematics: personal and public life	3	6	30
Unit 24	F/503/4863	Using mathematics: professional and vocational contexts	3	6	30
Unit 25	T/503/4861	Using mathematics: academic subjects	3	6	30
Unit 26	M/503/5376	Action learning to support development of subject specific pedagogy	5	15	50
Unit 27	T/503/5380	Action research	5	15	50
Unit 28	F/505/0187	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	3	6	30
Unit 29	M/505/1089	Delivering employability skills	4	6	20
Unit 30	H/505/1090	Developing, using and organising resources in a specialist area	5	15	50

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH
★	Unit 31	Y/503/5310	Effective partnership working in the learning and teaching context	4	15	50
	Unit 32	Y/503/5789	Equality and diversity	4	6	25
	Unit 33	K/505/1091	Evaluating learning programmes	4	3	15
★	Unit 34	L/503/5384	Inclusive practice	4	15	50
★	Unit 35	J/505/0188	Preparing for the coaching role	4	3	15
★	Unit 36	L/505/0189	Preparing for the mentoring role	4	3	15
★	Unit 37	T/505/1093	Preparing for the personal tutoring role	4	3	15
	Unit 38	L/504/0231	Principles and practice of lipreading teaching	4	12	48
	Unit 39	R/504/0229	Specialist delivery techniques and activities	4	9	30
	Unit 40	J/505/1096	Teaching in a specialist area	4	15	50
	Unit 41	Y/505/1099	Understanding and managing behaviours in a learning environment	4	6	20
	Unit 42	D/505/1105	Working with the 14 – 19 age range in education and training	4	9	30
	Unit 43	M/505/3912	Managing behaviours in a learning environment	5	6	20

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

## How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of **one** component:

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

Learners must be successful in this component to gain the Level 4 Certificate in Education and Training.

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

The Level 4 Certificate in Education and Training is a competence-based qualification.

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

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

All the evidence generated by the learner will be assessed against the standards expected of a level 4 learner for each learning outcome.

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

## Internal assessment

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

The main pieces of evidence for the portfolio could include:

- assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- recognition of prior learning (RPL)

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

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

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

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

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

# Section 2

## Unit content and assessment guidance

## **Unit content and assessment guidance**

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

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

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

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

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**Unit 01 Understanding roles, responsibilities and relationships in education and training (H/505/0053)**

<b>Unit summary</b>	The purpose of this unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.
<b>Credit value</b>	3
<b>Guided learning hours</b>	12
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1****The learner will:**

- 1 Understand the teaching role and responsibilities in education and training

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Understand ways to maintain a safe and supportive learning environment

**The learner can:**

- 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

**Learning outcome 3****The learner will:**

- 3 Understand the relationships between teachers and other professionals in education and training

**The learner can:**

- 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

**Unit 01 Understanding roles, responsibilities and relationships in education and training  
(H/505/0053)****Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.



**Unit 02 Delivering education and training (M/505/0122)**

<b>Unit summary</b>	The purpose of this unit is to enable the learner to use inclusive teaching and learning approaches, in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with understanding of how technology can enhance teaching and learning and covers expectations in relation to the minimum core in delivering inclusive teaching and learning.
<b>Credit value</b>	6
<b>Guided learning hours</b>	24
<b>Level</b>	4
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1****The learner will:**

- 1 Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Be able to communicate with learners and other learning professionals to promote learning and progression

**The learner can:**

- 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

## **Unit 02 Delivering education and training (M/505/0122) (cont'd)**

### **Learning outcome 3**

#### **The learner will:**

- 3** Be able to use technologies in delivering inclusive teaching and learning

#### **The learner can:**

- 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

### **Learning outcome 4**

#### **The learner will:**

- 4** Be able to implement the minimum core when delivering inclusive teaching and learning

#### **The learner can:**

- 4.1** Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning
- 4.2** Apply minimum core elements in delivering inclusive teaching and learning

### **Learning outcome 5**

#### **The learner will:**

- 5** Be able to evaluate own practice in delivering inclusive teaching and learning

#### **The learner can:**

- 5.1** Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others
- 5.2** Identify areas for improvement in own practice in meeting the individual needs of learners

**Unit 02 Delivering education and training (M/505/0122)****Assessment guidance****Delivery and assessment**

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

Simulation is not permitted.

There is a requirement to observe and assess practice in this unit. Any single observation must be a minimum of half an hour. 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. See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

To be eligible for the award of credit the learner must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 03 Using resources for education and training (L/505/0127)**

<b>Unit summary</b>	The purpose of this unit is to enable the learner to use resources in the delivery of inclusive teaching and learning and to be able to evaluate that use. It covers expectations in relation to the minimum core in relation to using resources for inclusive teaching and learning.
<b>Credit value</b>	3
<b>Guided learning hours</b>	15
<b>Level</b>	4
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1****The learner will:**

- 1 Be able to use resources in the delivery of inclusive teaching and learning

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning

**The learner can:**

- 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

**Learning outcome 3****The learner will:**

- 3 Be able to evaluate own use of resources in the delivery of inclusive teaching and learning

**The learner can:**

- 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

## Assessment guidance

### Delivery and assessment

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

Simulation is not permitted.

There is a requirement to observe and assess practice in this unit. Any single observation must be a minimum of half an hour. 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. See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

To be eligible for the award of credit for this unit a learner must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 04 Assessing learners in education and training (F/505/0125)**

<b>Unit summary</b>	The purpose of this unit is to enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements, and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.
<b>Credit value</b>	6
<b>Guided learning hours</b>	24
<b>Level</b>	4
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1****The learner will:**

- 1 Be able to use types and methods of assessment to meet the needs of individual learners

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Be able to carry out assessments in accordance with internal and external requirements

**The learner can:**

- 2.1 Identify the internal and external assessment requirements and related procedures of learning programmes
- 2.2 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
- 2.3 Conduct assessments in line with internal and external requirements
- 2.4 Record the outcomes of assessments to meet internal and external requirements
- 2.5 Communicate assessment information to other professionals with an interest in learner achievement

**Unit 04 Assessing learners in education and training (F/505/0125) (cont'd)****Learning outcome 3****The learner will:**

- 3** Be able to implement the minimum core when assessing learners

**The learner can:**

- 3.1** Analyse ways in which minimum core elements can be demonstrated in assessing learners  
**3.2** Apply minimum core elements in assessing learners

**Learning outcome 4****The learner will:**

- 4** Be able to evaluate own assessment practice

**The learner can:**

- 4.1** Review the effectiveness of own assessment practice, taking account of the views of learners and others  
**4.2** Identify areas for improvement in own assessment practice

**Assessment guidance****Delivery and assessment**

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

Simulation is not permitted.

There is a requirement to observe and assess practice in this unit. Any single observation must be a minimum of half an hour. 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. See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

To be eligible for the award of credit the learner must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 05 Planning to meet the needs of learners in education and training (A/505/1189)**

<b>Unit summary</b>	The purpose of this unit is to enable the learner to agree individual learning goals with their learners, to plan inclusive teaching and learning approaches in accordance with internal processes and external requirements, and to evaluate their own practice in planning teaching and learning. It covers expectations in relation to the minimum core in planning inclusive teaching and learning.
<b>Credit value</b>	3
<b>Guided learning hours</b>	15
<b>Level</b>	4
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1****The learner will:**

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

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Be able to plan inclusive teaching and learning in accordance with internal and external requirements

**The learner can:**

- 2.1 Devise a scheme of work in accordance with internal and external requirements
- 2.2 Design teaching and learning plans that 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



**Unit 05 Planning to meet the needs of learners in education and training (A/505/1189) (cont'd)****Learning outcome 3****The learner will:**

- 3** Be able to implement the minimum core in planning inclusive teaching and learning

**The learner can:**

- 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

**Learning outcome 4****The learner will:**

- 1** Be able to evaluate own practice when planning inclusive teaching and learning

**The learner can:**

- 4.1** Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others
- 4.2** Identify areas for improvement in own planning to meet the individual needs of learners

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 06 Assess occupational competence in the work environment (H/601/5314)**

<b>Unit summary</b>	The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment.
<b>Credit value</b>	6
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Be able to plan the assessment of occupational competence

**The learner can:**

- 1.1 Plan assessment of occupational competence, based on the following methods:
  - 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

**Learning outcome 2****The learner will:**

- 2 Be able to make assessment decisions about occupational competence

**The learner can:**

- 2.1 Use valid, fair and reliable assessment methods including:
  - observation of performance
  - examining products of work
  - questioning the learner
  - discussing with the learner
  - use of others (witness testimony)
  - looking at learner statements
  - recognising prior learning
- 2.2 Make assessment decisions of occupational competence against specified criteria
- 2.3 Follow standardisation procedures

**Unit 06 Assess occupational competence in the work environment (H/601/5314) (cont'd)**

- 2.4** Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression

**Learning outcome 3****The learner will:**

- 3** Be able to provide required information following the assessment of occupational competence

**The learner can:**

- 3.1** Maintain records of the assessment of occupational competence, its outcomes and learner progress
- 3.2** Make assessment information available to authorised colleagues
- 3.3** Follow procedures to maintain the confidentiality of assessment information

**Learning outcome 4****The learner will:**

- 4** Be able to maintain legal and good practice requirements when assessing occupational competence

**The learner can:**

- 4.1** Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
- 4.2** Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
- 4.3** Evaluate own work in carrying out assessments of occupational competence
- 4.4** Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

**Unit 06 Assess occupational competence in the work environment (H/601/5314) (cont'd)****Assessment guidance****Delivery and assessment**

Evidence for all learning outcomes must come from carrying out assessments in a work environment. There must be evidence to cover all the assessment methods listed in the unit.

As a minimum, there must be performance evidence for the following assessment methods:

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

Simulations are not allowed.

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

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

There must be evidence to cover all the assessment methods listed in the unit. The learner assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions.

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.

There must be evidence of the learner assessor carrying out at least 2 assessments of 2 learners' occupational competence (4 assessments in total). In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess competence in another unqualified assessor. See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 07 Assess vocational skills, knowledge and understanding (F/601/5319)**

<b>Unit summary</b>	The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment.
<b>Credit value</b>	6
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Be able to prepare assessments of vocational skills, knowledge and understanding

**The learner can:**

- 1.1 Select methods to assess vocational skills, knowledge and understanding that address learner needs and meet assessment requirements, including:
  - assessments of the learner in simulated environments
  - skills tests
  - oral and written questions
  - assignments
  - projects
  - case studies
  - recognising prior learning
- 1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
- 1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

**Learning outcome 2****The learner will:**

- 2 Be able to carry out assessments of vocational skills, knowledge and understanding

**The learner can:**

- 2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
- 2.2 Provide support to learners within agreed limitations
- 2.3 Analyse evidence of learner achievement
- 2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
- 2.5 Follow standardisation procedures
- 2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression

**Unit 07 Assess vocational skills, knowledge and understanding (F/601/5319) (cont'd)****Learning outcome 3****The learner will:**

- 3** Be able to provide required information following the assessment of vocational skills, knowledge and understanding

**The learner can:**

- 3.1** Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
- 3.2** Make assessment information available to authorised colleagues as required
- 3.3** Follow procedures to maintain the confidentiality of assessment information

**Learning outcome 4****The learner will:**

- 4** Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

**The learner can:**

- 4.1** Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
- 4.2** Apply requirements for equality and diversity and, where appropriate, bilingualism
- 4.3** Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
- 4.4** Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

**Unit 07 Assess vocational skills, knowledge and understanding (F/601/5319) (cont'd)****Assessment guidance****Delivery and assessment**

Evidence for all learning outcomes must come from performance in the work environment. 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 3 of the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

Simulations are not allowed.

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

The learner assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions.

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.

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

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

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

<b>Unit summary</b>	The aim of this unit is to assess competence in developing and preparing resources to support learning and development.
<b>Credit value</b>	6
<b>Guided learning hours</b>	25
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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



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

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

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

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

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

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

- 2 Be able to develop learning and development programmes

**The learner can:**

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

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

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

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 10 Engage learners in the learning and development process (F/502/9551)**

<b>Unit summary</b>	The aim of this unit is to assess a learning and development practitioner's competence in assisting learners to become engaged and involved in their own learning and development process. It includes knowledge and understanding of the role of mentoring but does not include the development of specific mentoring skills. Although it implies assistance and support for the learner, the unit is not about learning support. This also includes working with the learner to review their progress.
<b>Credit value</b>	6
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand principles and purpose of engaging learners in learning and development

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Understand the role of mentoring in facilitating learning

**The learner can:**

- 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

**Unit 10 Engage learners in the learning and development process (F/502/9551) (cont'd)****Learning outcome 3****The learner will:**

- 3** Be able to assist and engage the learner in the learning and development process

**The learner can:**

- 3.1** Demonstrate working relationships with learners to motivate learning
- 3.2** Provide assistance to learners to encourage them to take responsibility for their own learning and development
- 3.3** Provide learners with the information and advice to engage in learning and development that meets their needs

**Learning outcome 4****The learner will:**

- 4** Be able to assist the learner in reviewing their own progress

**The learner can:**

- 4.1** Establish opportunities to review progress with learners
- 4.2** Provide learners with constructive feedback on their learning and development
- 4.3** Enable learners to give feedback on their learning experience
- 4.4** Analyse progress and achievement with learners
- 4.5** Assist learners in adapting learning and development plans to reflect future learning needs

**Assessment guidance****Delivery and assessment**

This unit assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 11 Engage with employers to develop and support learning provision (Y/502/9555)**

<b>Unit summary</b>	The aim of this unit is to assess a learning and development practitioner's competence in working with employers to provide learning and development opportunities. Opportunities might include work experience placements, apprenticeship programmes and mentoring.
<b>Credit value</b>	6
<b>Guided learning hours</b>	25
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand information relating to employers developing provision for learners

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Understand how to engage with employers for the benefit of learners

**The learner can:**

- 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

**Learning outcome 3****The learner will:**

- 3 Be able to engage with employers for the benefit of learners

**The learner can:**

- 3.1 Provide employers with clear information and advice about learning requirements for learners
- 3.2 Provide advice and assistance to employers delivering learning opportunities
- 3.3 Establish channels of communication for feedback from employers on the progress of learners

**Unit 11 Engage with employers to develop and support learning provision (Y/502/9555) (cont'd)****Learning outcome 4****The learner will:**

- 4** Be able to evaluate the effect of employer provision on the learner and partner organisation

**The learner can:**

- 4.1** Assess the impact of employer provision on learners' learning outcomes  
**4.2** Review the impact of employer provision on partner organisations

**Assessment guidance****Delivery and assessment**

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 allowed for these learning outcomes.

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

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

<b>Unit summary</b>	The aim of this unit is to assess a practitioner's competence in designing and delivering learning and development solutions to businesses.
<b>Credit value</b>	6
<b>Guided learning hours</b>	30
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand the opportunities available for workforce development

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Learning outcome 3****The learner will:**

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

**The learner can:**

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



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

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

**The learner can:**

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

**Learning outcome 5****The learner will:**

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

**The learner can:**

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

**Learning outcome 6****The learner will:**

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

**The learner can:**

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

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

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

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 13 Identify individual learning and development needs (K/502/9544)**

<b>Unit summary</b>	The aim of this unit is to assess a learning and development practitioner's understanding of and competence in carrying out a learning or training needs analysis for an individual.
<b>Credit value</b>	3
<b>Guided learning hours</b>	24
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

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

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Be able to conduct learning needs analysis for individuals

**The learner can:**

- 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

**Learning outcome 3****The learner will:**

- 3 Be able to agree individual learning and development needs

**The learner can:**

- 3.1 Agree and prioritise individual learning and development needs
- 3.2 Advise individuals about learning and development options to meet:
  - learner priorities
  - learning preferences
  - learning styles

**Unit 13 Identify individual learning and development needs (K/502/9544) (cont'd)****Assessment guidance****Delivery and assessment**

This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 14 Identify the learning needs of organisations (H/502/9543)**

<b>Unit summary</b>	The aim of this unit is to assess a learning and development practitioner's competence in carrying out a learning or training needs analysis for an organisation. 'Organisation' in this context is taken to mean any group or team learning together as well as a whole organisation.
<b>Credit value</b>	6
<b>Guided learning hours</b>	30
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Unit 14 Identify the learning needs of organisations (H/502/9543) (cont'd)****Assessment guidance****Delivery and assessment**

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

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

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

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

**Unit 15 Internally assure the quality of assessment (A/601/5321)**

<b>Unit summary</b>	The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.
<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

- 2 Be able to internally evaluate the quality of assessment

**The learner can:**

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

**Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Unit 15 Internally assure the quality of assessment (A/601/5321) (cont'd)****Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Learning outcome 5****The learner will:**

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

**The learner can:**

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



**Unit 15 Internally assure the quality of assessment (A/601/5321) (cont'd)****Assessment guidance****Delivery and assessment**

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

All learning outcomes in this unit must be assessed using methods appropriate to the learner IQA performance. These must include:

- observation of performance
- examining products of work
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.

Simulations are not allowed.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 16 Manage learning and development in groups (A/502/9550)**

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

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

- 2 Be able to manage group learning and development environments

**The learner can:**

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

**Unit 16 Manage learning and development in groups (A/502/9550) (cont'd)****Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Unit 16 Manage learning and development in groups (A/502/9550) (cont'd)****Assessment guidance****Delivery and assessment**

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

Simulations, projects or assignments are not allowed.

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 17 Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322)**

<b>Unit summary</b>	The aim of this unit is to assess the knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.
<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	4
<b>Optional/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand the context and principles of external quality assurance

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Unit 17 Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322) (cont'd)****Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Learning outcome 5****The learner will:**

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

**The learner can:**

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

**Unit 17 Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322) (cont'd)****Learning outcome 6****The learner will:**

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

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 18 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)**

<b>Unit summary</b>	The aim of this unit is to assess the knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment.
<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	4
<b>Optional/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand the context and principles of internal quality assurance

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Learning outcome 3****The learner will:**

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

**The learner can:**

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



**Unit 18 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320) (cont'd)****Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Learning outcome 5****The learner will:**

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

**The learner can:**

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

**Learning outcome 6****The learner will:**

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

**The learner can:**

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

**Unit 18 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320) (cont'd)****Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 19 Analysing English language for literacy and language teaching (J/503/4850)**

<b>Unit summary</b>	In this unit learners will explore the relationship between forms of language and meaning and the structural features of language.
<b>Credit value</b>	3
<b>Guided learning hours</b>	15
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand the relationship between forms of language and meaning

**The learner can:**

- 1.1 Analyse key aspects of meaning of words
- 1.2 Analyse the relationship between grammatical form and meaning

**Learning outcome 2****The learner will:**

- 2 Understand structural features of language

**The learner can:**

- 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

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 20 Reading skills for literacy and language teaching (R/503/4852)**

<b>Unit summary</b>	This unit will provide learners with the knowledge and skills to read and respond to written texts.
<b>Credit value</b>	3
<b>Guided learning hours</b>	15
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Be able to read written texts

**The learner can:**

- 1.1 Select written texts for specific purposes
- 1.2 Use reading skills for specific purposes
- 1.3 Evaluate linguistic devices in texts

**Learning outcome 2****The learner will:**

- 2 Be able to respond to written texts

**The learner can:**

- 2.1 Utilise results of own reading for specific purpose
- 2.2 Produce coherent records of own interpretations of texts

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 21 Speaking and listening skills for literacy and language teaching (D/503/4854)**

<b>Unit summary</b>	This unit will provide learners with the knowledge and skills to present, listen and respond to non-verbal and verbal information.
<b>Credit value</b>	3
<b>Guided learning hours</b>	15
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Be able to present information

**The learner can:**

- 1.1 Select linguistic strategies and techniques to enable cohesion in own expression of information
- 1.2 Express information clearly and coherently

**Learning outcome 2****The learner will:**

- 2 Be able to listen and respond to non-verbal and verbal information

**The learner can:**

- 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

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 22 Writing skills for literacy and language teaching (K/503/4856)**

<b>Unit summary</b>	This unit will provide learners with the knowledge and writing skills to prepare and produce written texts.
<b>Credit value</b>	3
<b>Guided learning hours</b>	15
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Be able to prepare written texts

**The learner can:**

- 1.1 Plan written texts according to the intended audience, purpose and situation
- 1.2 Draft written texts using techniques at:
  - text level
  - sentence level
  - word level

**Learning outcome 2****The learner will:**

- 2 Be able to produce written texts

**The learner can:**

- 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 proofread written texts at text level, sentence level and word level

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 23 Using mathematics: personal and public life (A/503/4859)**

<b>Unit summary</b>	This unit aims to provide learners with the opportunity to develop skills in interpreting mathematical situations, process problems, analyse mathematical findings and use mathematical communication in personal and public life.
<b>Credit value</b>	6
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Be able to interpret mathematical situations in personal and public life

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Be able to process mathematical problems in personal and public life

**The learner can:**

- 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

**Learning outcome 3****The learner will:**

- 3 Be able to analyse mathematical findings from personal and public life

**The learner can:**

- 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

**Unit 23 Using mathematics: personal and public life (A/503/4859) (cont'd)****Learning outcome 4****The learner will:**

- 4** Be able to use mathematical communication in personal and public life

**The learner can:**

- 4.1** Select mathematical language for debate in personal and public life
- 4.2** Select mathematical communication techniques to suit audience
- 4.3** Present mathematical processing and analysis
- 4.4** Describe findings using mathematical communication skills in personal and public life

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.



**Unit 24 Using mathematics: professional and vocational contexts (F/503/4863)**

<b>Unit summary</b>	This unit aims to provide learners with the opportunity to develop skills to interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in professional and vocational contexts.
<b>Credit value</b>	6
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Be able to interpret mathematical situations in professional and vocational contexts

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Be able to process mathematical problems in professional and vocational contexts

**The learner can:**

- 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

**Learning outcome 3****The learner will:**

- 3 Be able to analyse mathematical findings from professional and vocational contexts

**The learner can:**

- 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

**Unit 24 Using mathematics: professional and vocational contexts (F/503/4863) (cont'd)****Learning outcome 4****The learner will:**

- 4** Be able to use mathematical communication in professional and vocational contexts

**The learner can:**

- 4.1** Select mathematical language for debate in professional and vocational contexts
- 4.2** Select mathematical communication techniques to suit audience
- 4.3** Present mathematical processing and analysis
- 4.4** Describe findings using mathematical communication skills in professional and vocational contexts

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 25 Using mathematics: academic subjects (T/503/4861)**

<b>Unit summary</b>	Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in academic subjects.
<b>Credit value</b>	6
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Be able to interpret mathematical situations in academic subjects

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Be able to process mathematical problems in academic subjects

**The learner can:**

- 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

**Learning outcome 3****The learner will:**

- 3 Be able to analyse mathematical findings from academic subjects

**The learner can:**

- 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

**Unit 25 Using mathematics: academic subjects (T/503/4861)****Learning outcome 4****The learner will:**

- 4** Be able to use mathematical communication in academic subjects

**The learner can:**

- 4.1** Select mathematical language for debate in academic subjects
- 4.2** Select mathematical communication techniques to suit audience
- 4.3** Present mathematical processing and analysis
- 4.4** Describe findings using mathematical communication skills in academic subjects

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 26 Action learning to support development of subject specific pedagogy (M/503/5376)**

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

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Unit 26 Action learning to support development of subject specific pedagogy (M/503/5376)**  
**(cont'd)****Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Learning outcome 5****The learner will:**

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

**The learner can:**

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

**Learning outcome 6****The learner will:**

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

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 27 Action research (T/503/5380)**

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

**Learning outcome 1****The learner will:**

- 1 Understand the purpose and nature of action research

**The learner can:**

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

**Learning outcome 2****The learner will:**

- 2 Be able to initiate action research

**The learner can:**

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

**Learning outcome 3****The learner will:**

- 3 Understand ways of carrying out action research

**The learner can:**

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

**Unit 27 Action research (T/503/5380) (cont'd)****Learning outcome 4****The learner will:**

- 4 Be able to carry out action research

**The learner can:**

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

**Learning outcome 5****The learner will:**

- 5 Be able to present the outcomes of action research

**The learner can:**

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

**Learning outcome 6****The learner will:**

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

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.



**Unit 28 Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (F/505/0187)**

<b>Unit summary</b>	The aim of this unit is to understand and demonstrate how to provide guidance for, promote, and undertake practice related to recognition and accreditation of prior learning.
<b>Credit value</b>	6
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Be able to promote understanding of recognition and accreditation of prior learning with external stakeholders

**The learner can:**

- 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

**Learning outcome 2****The learner will:**

- 2 Understand how to provide guidance for learners

**The learner can:**

- 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

**Learning outcome 3****The learner will:**

- 3 Be able to support learners to recognise prior learning and achievement

**The learner can:**

- 3.1 Provide guidance for learners in choosing target qualifications that include their prior learning
- 3.2 Describe evidence required to meet the relevant learning outcomes, assessment criteria and verification requirements for the learners' target units

## **Unit 28 Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (F/505/0187)**

- 3.3** Support learners with different needs to collect, organise and present theoretical and performance evidence to meet the requirements of the target units

### **Learning outcome 4**

#### **The learner will:**

- 4** Be able to assess evidence presented by learners

#### **The learner can:**

- 4.1** Explain how a consistent approach is achieved by the assessment team within the processes of quality assurance
- 4.2** Judge the reliability, validity, authenticity, currency, relevance and sufficiency of a range of evidence presented by a learner to meet the learning outcomes of the target units
- 4.3** Provide clear and constructive feedback to learners who have not satisfied the learning outcomes of the target units, identifying the additional evidence required
- 4.4** Maintain records for assessment and verification purposes

### **Learning outcome 5**

#### **The learner will:**

- 5** Be able to evaluate and improve practice

#### **The learner can:**

- 5.1** Evaluate own, learner and the assessment team's experiences of applying the recognition process
- 5.2** Identify improvements to practice

### **Assessment guidance**

<b>Delivery and assessment</b>
<p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p> <p>See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.</p> <p>The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.</p>

**Unit 29 Delivering employability skills (M/505/1089)**

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

**Learning outcome 1****The learner will:**

- 1 Understand the differences between employability skills and employment skills

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Unit 29 Delivering employability skills (M/505/1089) (cont'd)****Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Learning outcome 4****The learner will:**

- 4** Be able to evaluate own delivery of employability skills

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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.

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

**Unit 30 Developing, using and organising resources in a specialist area (H/505/1090)**

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

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Unit 30 Developing, using and organising resources in a specialist area (H/505/1090) (cont'd)****Learning outcome 3****The learner will:**

- 3** Understand how to organise and enable access to resources

**The learner can:**

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

**Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Learning outcome 5****The learner will:**

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

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured. See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 31 Effective partnership working in the learning and teaching context (Y/503/5310)**

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

**Learning outcome 1****The learner will:**

- 1 Understand the purpose and nature of partnership working

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Unit 31 Effective partnership working in the learning and teaching context (Y/503/5310) (cont'd)****Learning outcome 3****The learner will:**

- 3** Understand the structure and management of a partnership

**The learner can:**

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

**Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Learning outcome 5****The learner will:**

- 5** Understand how to communicate effectively within a partnership

**The learner can:**

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

**Learning outcome 6****The learner will:**

- 6** Understand the wider context within which a partnership operates

**The learner can:**

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



**Unit 31 Effective partnership working in the learning and teaching context (Y/503/5310) (cont'd)****Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 32 Equality and diversity (Y/503/5789)**

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

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Learning outcome 3****The learner will:**

- 3 Be able to promote equality and value diversity

**The learner can:**

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

**Unit 32 Equality and diversity (Y/503/5789) (cont'd)****Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Learning outcome 5****The learner will:**

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

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 33 Evaluating learning programmes (K/505/1091)**

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

**Learning outcome 1****The learner will:**

- 1 Understand the principles and methods of evaluating learning programmes

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Unit 33 Evaluating learning programmes (K/505/1091) (cont'd)****Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 34 Inclusive practice (L/503/5384)**

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

**Learning outcome 1****The learner will:**

- 1 Understand factors which influence learning

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Learning outcome 3****The learner will:**

- 3 Understand roles and responsibilities relating to inclusive practice

**The learner can:**

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

**Unit 34 Inclusive practice (L/503/5384) (cont'd)****Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Learning outcome 5****The learner will:**

- 5 Understand how to evaluate own inclusive practice

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 35 Preparing for the coaching role (J/505/0188)**

<b>Unit summary</b>	The aim of this unit is to prepare the learner for the coaching role by analysing the role of the coach and the use of coaching in a specific context.
<b>Credit value</b>	3
<b>Guided learning hours</b>	15
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand own role and responsibilities in relation to coaching

**The learner can:**

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

**Learning outcome 2****The learner will:**

- 2 Understand the use of coaching in a specific context

**The learner can:**

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



**Unit 35 Preparing for the coaching role (J/505/0188) (cont'd)****Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 36 Preparing for the mentoring role (L/505/0189)**

<b>Unit summary</b>	The aim of this unit is to prepare the learner for the mentoring role by analysing the role of the mentor and the use of mentoring in a specific context.
<b>Credit value</b>	3
<b>Guided learning hours</b>	15
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand own role and responsibilities in relation to mentoring

**The learner can:**

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

**Learning outcome 2****The learner will:**

- 2 Understand the use of mentoring in a specific context

**The learner can:**

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

**Unit 36 Preparing for the mentoring role (L/505/0189) (cont'd)****Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 37 Preparing for the personal tutoring role (T/505/1093)**

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

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

- 2 Understand factors affecting learners' approaches to learning

**The learner can:**

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

**Unit 37 Preparing for the personal tutoring role (T/505/1093) (cont'd)****Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Learning outcome 4****The learner will:**

- 4** Understand how personal learning targets are created and monitored

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 38 Principles and practice of lipreading teaching (L/504/0231)**

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

**Learning outcome 1****The learner will:**

- 1 Understand the physiological processes and psychological functions of hearing

**The learner can:**

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

**Learning outcome 2****The learner will:**

- 2 Understand the effects of acquired hearing loss

**The learner can:**

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

**Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Unit 38 Principles and practice of lipreading teaching (L/504/0231) (cont'd)****Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Learning outcome 5****The learner will:**

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

**The learner can:**

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

**Learning outcome 6****The learner will:**

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

**The learner can:**

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

**Unit 38 Principles and practice of lipreading teaching (L/504/0231) (cont'd)****Assessment guidance****Delivery and assessment**

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

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

Simulation is not permitted.

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.



**Unit 39 Specialist delivery techniques and activities (R/504/0229)**

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

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Unit 39 Specialist delivery techniques and activities (R/504/0229) (cont'd)****Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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

Simulation is not permitted.

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 40 Teaching in a specialist area (J/505/1096)**

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

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Unit 40 Teaching in a specialist area (J/505/1096) (cont'd)****Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Learning outcome 5****The learner will:**

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

**The learner can:**

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

**Learning outcome 6****The learner will:**

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

**The learner can:**

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

**Unit 40 Teaching in a specialist area (J/505/1096) (cont'd)****Assessment guidance****Delivery and assessment**

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 41 Understanding and managing behaviours in a learning environment (Y/505/1099)**

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

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Learning outcome 3****The learner will:**

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

**The learner can:**

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

**Unit 41 Understanding and managing behaviours in a learning environment (Y/505/1099) (cont'd)****Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Learning outcome 5****The learner will:**

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

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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

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

Simulation is not permitted.

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 42 Working with the 14–19 age range in education and training (D/505/1105)**

<b>Unit summary</b>	This unit aims to develop an understanding of national educational policy, initiatives and provision for the 14–19 age range and the teaching skills required to work with this age group.
<b>Credit value</b>	9
<b>Guided learning hours</b>	30
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional

**Learning outcome 1****The learner will:**

- 1 Understand national developments in educational provision for the 14–19 age range

**The learner can:**

- 1.1 Explain national policies and initiatives for the education for the 14–19 age range
- 1.2 Analyse the relationship between schools and other providers of learning for the 14–19 age range

**Learning outcome 2****The learner will:**

- 2 Understand roles and responsibilities of teachers working with the 14–19 age range

**The learner can:**

- 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

**Learning outcome 3****The learner will:**

- 3 Be able to plan learning to meet the needs of individual 14–19 learners

**The learner can:**

- 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:
  - own analysis of teaching, learning and assessment approaches for use with 14–19 learners
  - curriculum requirements
  - individual learner needs



**Unit 42 Working with the 14–19 age range in education and training (D/505/1105) (cont'd)****Learning outcome 4****The learner will:**

- 4** Be able to deliver learning to meet the needs of the individual 14–19 learners

**The learner can:**

- 4.1** Use teaching and learning approaches that take account of:
- own analysis of teaching, learning and assessment approaches for use with 14–19 learners
  - curriculum requirements
  - individual needs of 14–19 learners
- 4.2** Use assessment methods that take account of:
- own analysis of assessment approaches for use with 14–19 learners
  - curriculum requirements
  - individual needs of 14–19 learners

**Learning outcome 5****The learner will:**

- 5** Be able to evaluate own practice in working with the 14–19 age range

**The learner can:**

- 5.1** Evaluate own practice in working with 14–19 learners
- 5.2** Identify areas for improvement in own practice in working with 14–19 learners

**Assessment guidance****Delivery and assessment**

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

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Unit 43 Managing behaviours in a learning environment (M/505/3912)**

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

**Learning outcome 1****The learner will:**

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

**The learner can:**

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

**Learning outcome 2****The learner will:**

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

**The learner can:**

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

**Learning outcome 3****The learner will:**

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

**The learner can:**

- 3.1 Analyse theories of behaviour management
- 3.2 Establish a purposeful learning environment

**Unit 43 Managing behaviours in a learning environment (M/505/3912) (cont'd)**

- 3.3** Explain how own practice in creating a purposeful learning environment has taken account of theories of behaviour management

**Learning outcome 4****The learner will:**

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

**The learner can:**

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

**Assessment guidance****Delivery and assessment**

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.

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

See internal assessment in section 1 for further information on the types of evidence that can be presented within a learner's portfolio.

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

The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

**Assessment strategies and principles relevant to this qualification**

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

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

Please see staffing requirements in section 1 for more details.

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

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# Section 3

## Explanation of terms

## Explanation of terms

This table explains how the terms used at level 4 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Analyse</b>	Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
<b>Critically analyse</b>	This is a development of 'analyse', which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
<b>Clarify</b>	Explain the information in a clear, concise way showing depth of understanding.
<b>Classify</b>	Organise accurately according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order that is suitable for purpose.
<b>Compare</b>	Examine the subjects in detail, consider and contrast similarities and differences.
<b>Critically compare</b>	This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
<b>Demonstrate</b>	Show an in-depth understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Provide a broad range of detailed information about the subject or item in a logical way.
<b>Discuss</b>	Write a detailed account that includes contrasting perspectives.
<b>Draw conclusions (which...)</b>	Make a final decision or judgement based on reasons.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation.
<b>Critically evaluate</b>	This is a development of 'evaluate' where the learner debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.

<b>Explain</b>	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
<b>Identify</b>	Apply an in-depth knowledge to give the main points accurately (a description may also be necessary to gain higher marks when using compensatory marking).
<b>Justify</b>	Give a detailed explanation of the reasons for actions or decisions.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes based on additional knowledge or experience.
<b>Summarise</b>	Give the main ideas or facts in a concise way to develop key issues.

# **Section 4**

## **Additional information**



## **Additional information**

### **Resource requirements**

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

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

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

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

#### **Learner's evidence tracking log (LETL)**

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

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### **Support for centres**

#### **Qualification factsheet**

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

#### **Useful websites**

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

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

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

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### **Learning resources**

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

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## Contact us

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***