



## TQUK Level 5 Diploma in Education and Training (RQF)

Qualification Specification

Qualification Number: 601/2717/X



## Introduction

### Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website [www.tquk.org](http://www.tquk.org)

Qualification specifications can be found also be found on our website [www.tquk.org](http://www.tquk.org)

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

## Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

## Introduction to the Qualification

The TQUK Level 5 Diploma in Education and Training (RQF) is regulated by Ofqual.

It prepares trainee teachers to teach in a wide range of contexts and requires observation and assessment of practice. Teaching practice is a requirement of the qualification.

### Qualification Purpose

The TQUK Level 5 Diploma in Education and Training is suitable for teachers, trainers and tutors working in further education, adult and community learning or work-based training within public, private, voluntary or community organisations.

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

- Planning and developing schemes of work
- Delivering learning sessions
- Developing teaching and learning strategies
- Assessment practices

A range of optional units are available, including some units from the Learning and Development suite. These units require practice to be assessed.

Learners must be willing to undertake an initial assessment of their skills in English, mathematics and ICT, record their development needs and follow an action plan.

## Entry Requirements

There are no specific entry requirements. There may be a requirement by the employer for learners to be checked by the Disclosure and Barring Service: <https://www.gov.uk/disclosure-barring-service-check/overview> or if they intend to work with learners who are covered by these regulations (formerly Criminal Records Bureau (CRB)). It is the learner's responsibility to seek advice from their employer regarding this.

Learners must meet the following minimum criteria:

- Reading and communication skills should be adequate to meet the requirements of the training.
- Do not have a criminal background which prevents them working, with young people or vulnerable adults, as a teacher.
- Hold a relevant qualification at a level above that of their learners; ideally at least Level 3 in their area of specialism
- Minimum core of literacy, language, numeracy and ICT

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

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

Individuals who have completed the Level 4 Certificate in Education and Training:

- who are progressing to an HEI-validated qualification at Level 5 or above may have their level 4 credit recognised in line with that higher education institution's arrangements for the recognition of prior learning (RPL). Learners who are progressing to an AO-accredited Level 5 Diploma in Education and Training should have their prior achievement recognized.

Notes: RPL will apply between the mandatory credit from the Level 4 Certificate in Education and Training and the Level 4 - unit Teaching, learning, and assessment in education and training from the Level 5 Diploma of Education and Training. Trainees should not be required to present further evidence other than that necessary to demonstrate that their prior learning is at Level 4.

may use some of the evidence for practice, including observed and assessed practice, to meet the practice requirements for the Level 4 unit - Teaching, learning and assessment in education and training and towards the overall minimum practice requirements, including observed and assessed practice requirements, for the Level 5 Diploma in Education and Training.

The qualification is suitable for learners of 19 years of age and above.

## Progression

Successful learners can progress to other qualifications such as:

- Level 5 Diploma in Teaching English: ESOL
- Level 5 Diploma in Teaching English: Literacy and Functional English
- Level 5 Diploma in Teaching English: Literacy, ESOL and Functional English
- Level 5 Diploma in Teaching Mathematics: Numeracy and Functional Mathematics
- Level 5 Diploma in Teaching Disabled Learners.

## Structure

Learners must achieve a minimum of 120 credits from two unit groups.

Learners must achieve a minimum of 61 credits at Level 5.

**Group A** - 75 credits

**Group B** - 45 credits

There is a requirement for a minimum of 100 hours of practice.

Unit no.	Unit title	Unit ref.	Level	Credit value	GLH
<b>Group A</b> Mandatory units Seventy five (75) credits must be achieved from this group					
1	Developing teaching, learning and assessment in education and training  (Note that achievement of the unit Theories, principles and models in education and training is a pre-requisite for this unit)	R/505/0923	5	20	65
2	Teaching, learning and assessment in education and training	H/505/0912	4	20	65
3	Theories, principles and models in education and training  (Note that achievement of this unit is a pre-requisite for the unit Developing teaching, learning and assessment in education and training).	A/505/0818	5	20	60
4	Wider professional practice in education and training	J/505/0837	5	15	50

Group B Optional units Forty five ( 45) credits must be achieved from this group					
5	Action research	T/503/5380	5	15	50
6	Delivering employability skills	M/505/1089	4	6	20
7	Develop and prepare resources for learning and development (Learning and Development unit)	A/502/9547	4	6	25
8	Develop learning and development programmes (Learning and development unit)	M/502/9545	4	6	30
9	Developing, using and organising resources within a specialist area	H/505/1090	5	15	50
10	Effective partnership working in the teaching and learning context	Y/503/5310	4	15	50
11	Engage with employers to facilitate workforce development (Learning and Development unit)	D/502/9556	4	6	30
12	Equality and diversity	Y/503/5789	4	6	25
13	Evaluating learning programmes	K/505/1091	4	3	15
14	Identify the learning needs of organisations (Learning and Development unit)	H/502/9543	4	6	30
15	Inclusive practice	L/503/5384	4	15	50
16	Internally assure the quality of assessment (Learning and Development unit)	A/601/5321	4	6	45
17	Manage learning and development in groups (Learning and Development unit)	A/502/9550	4	6	30
18	Managing behaviours in a learning environment	M/505/3912	5	6	20
19	Preparing for the coaching role	J/505/0188	4	3	15
20	Preparing for the mentoring role	L/505/0189	4	3	15
21	Preparing for the personal tutoring role	T/505/1093	4	3	15
22	Teaching in a specialist area	J/505/1096	4	15	50
23	Specialist delivery techniques and activities	R/504/0229	4	9	30

24	Understanding and managing behaviours in a learning environment	Y/505/1099	4	6	20
25	Understanding the principles and practices of externally assuring the quality of assessment (Learning and Development unit)	F/601/5322	4	6	45
26	Understanding the principles and practices of internally assuring the quality of assessment (Learning and Development unit)	T/601/5320	4	6	45
27	Action learning for teaching in a specialist area of disability	J/505/0756	5	15	40
28	ESOL and the learners	F/505/0786	5	15	40
29	ESOL theories and frameworks	A/505/0785	5	15	40
30	Literacy and ESOL and the learners	L/505/0791	5	20	60
31	Literacy and ESOL theories and frameworks	J/505/0790	5	20	60
32	Literacy and the learners	L/505/0774	5	15	40
33	Literacy, ESOL and the learners	Y/505/0776	5	15	40
34	Literacy theories and frameworks	J/505/0773	5	15	40
35	Numeracy and the learners	K/505/0765	5	15	40
36	Numeracy knowledge and understanding	H/505/0764	5	15	40
37	Understanding theories and frameworks for teaching disabled learners	Y/505/0759	5	15	40

### Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 1200 hours.

## Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 360.

## Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Centres are able to choose appropriate assessment methods providing all the requirements of the qualification can be met. Centres should take a holistic approach where possible i.e. giving learners the opportunity to demonstrate several assessment criteria from different units at the same time. Academic referencing e.g. using quotes from text books within learners' work is a requirement at level 4 and level 5.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

## Teaching Practice Requirement

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

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

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

### Observed and Assessed Practice Requirements:

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

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

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

- Teaching, learning and assessment in education and training (Level 4)



- Developing teaching, learning and assessment in education and training (Level 5).

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

To be eligible for the award of credit for any one of the above two units, a trainee teacher must be able to provide evidence of a minimum of two assessed observation of practice that meet the required standard of practice. To be eligible for the award of credit for all both units, a trainee teacher must be able to provide evidence of a minimum of eight assessed observations of practice that meet the required standard of practice. Also, note that achievement of the unit Theories, Principles and Models in Education and Training (Level 5) is a prerequisite for achievement of the unit Developing Teaching, Learning and Assessment in Education and Training (Level 5).

At least four hours of observed and assessed practice in observations linked to the mandatory units should demonstrate grade 2 characteristics.

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

### Transfer of Practice

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

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

### Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

## Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

## Course Delivery

### Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

### Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

### Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

### Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

### Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## Useful Websites

Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Office of Qualifications and Examinations Regulation	<a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a>
Register of Regulated Qualifications	<a href="http://register.ofqual.gov.uk">http://register.ofqual.gov.uk</a>
Health and Safety Executive NI	<a href="https://www.hseni.gov.uk/">https://www.hseni.gov.uk/</a>
Excellence Gateway	<a href="http://www.excellencegateway.org.uk/">http://www.excellencegateway.org.uk/</a>
National Research and Development Centre for Adult Literacy and Numeracy	<a href="http://www.nrdc.org.uk">www.nrdc.org.uk</a>
Department for Education	<a href="http://www.education.gov.uk/">http://www.education.gov.uk/</a>
Education and Training foundation	<a href="http://www.et-foundation.co.uk/">www.et-foundation.co.uk/</a>
LLUK have archived their website; follow the attached link to view the documents archived	
<a href="http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/">http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/</a>	

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications [www.daqw.org.uk](http://www.daqw.org.uk) for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

## Reading List for Learners

Castle P & Buckler S (2009) *How to be a Successful Teacher* London SAGE Publications Ltd

Gravells A (2013) *The Award in Education and Training* London Learning Matters

Gravells A (2013) *Passing Assessments for The Award in Education and Training* London Learning Matters

Gravells A (2012) *Achieving your TAQA Assessor and Internal Quality Assurer Award* Exeter Learning Matters

Gravells A & Simpson S (2012) *Equality and Diversity in the Lifelong Learning Sector* (2nd Edn) London Learning Matters

- Gravells A (2012) *What is Teaching in the Lifelong Learning Sector?* London Learning Matters
- Kidd W & Czerniawski G (2010) *Successful Teaching 14-19* London SAGE Publications Ltd
- Ofqual (2009) *Authenticity – A Guide for Teachers*. Coventry: Ofqual.
- Peart S & Atkins L (2011) *Teaching 14-19 Learners in the Lifelong Learning Sector* Exeter Learning Matters
- Powell S & Tummons J (2011) *Inclusive Practice in the Lifelong Learning Sector* Exeter Learning Matters
- Read H (2011) *The Best Assessor's Guide Bideford* Read On Publications
- Reece I and Walker S (2007) *Teaching, Training and Learning: A Practical Guide (6th Ed)* Tyne & Wear Business Education Publishers
- Vizard D (2012) *How to Manage Behaviour in Further Education* London Sage Publications Ltd
- Wallace S (2007) *Managing Behaviour in the Lifelong Learning Sector* Exeter Learning Matters
- Wallace S (2011) *Teaching, Tutoring and Training in the Lifelong Learning Sector (4th Edn)* Exeter Learning Matters

## Website List for Learners

Ann Gravells Ltd – [www.annggravells.co.uk](http://www.annggravells.co.uk) (teaching information and resources)

Assessment tools library (literacy, numeracy, ESOL, dyslexia) -  
<http://archive.excellencegateway.org.uk/page.aspx?o=toolslibrary>

Brainboxx teaching resources - [www.brainboxx.co.uk](http://www.brainboxx.co.uk)

Educational Theory – [www.businessballs.com](http://www.businessballs.com)

Equality and Diversity Forum – [www.edf.org.uk](http://www.edf.org.uk)

Initial Assessment Tools – [www.toolslibrary.co.uk](http://www.toolslibrary.co.uk)

Institute for Learning - [www.ifl.ac.uk](http://www.ifl.ac.uk)

Learning Styles – [www.vark-learn.com](http://www.vark-learn.com)

National Institute of Adult Continuing Education - [www.niace.org.uk](http://www.niace.org.uk)

Plagiarism - <http://plagiarism.org>

Post Compulsory Education and Training Network – [www.pcet.net](http://www.pcet.net)

Qualifications and Credit Framework (QCF) – <http://www.ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/>

Teaching resources - <http://excellence.qia.org.uk/golddust/>

## Units of assessment

Mandatory Units

Unit 1

Title:	Developing teaching, learning and assessment in education and training R/505/0923	
Level:	5	
Credit value:	20	
Guided learning hours	65	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Be able to investigate practice in own area of specialism	1.1	Analyse the application of pedagogical principles in own area of specialism
	1.2	Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism
2.Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning	2.1	Use initial and diagnostic assessments to agree learners' individual goals and learning preferences
	2.2	Devise a scheme of work taking account of: <ul style="list-style-type: none"> <li>• the needs of learners;</li> <li>• the delivery model; and</li> <li>• internal and external requirements</li> </ul>
	2.3	Design teaching and learning plans which take account of: <ul style="list-style-type: none"> <li>• the individual goals, needs and learning preferences of all learners; and</li> <li>• curriculum requirements</li> </ul>
	2.4	Identify opportunities for learners and others to provide feedback to inform inclusive practice
	2.5	Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment
3.Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment	3.1	Analyse theories of behaviour management
	3.2	Establish and sustain a safe, inclusive learning environment
	3.3	Explain how own practice in creating and maintaining a safe,

		inclusive teaching and learning environment has taken account of theories of behaviour management
4.Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning	4.1	Design resources that: <ul style="list-style-type: none"> <li>• actively promote equality and value diversity; and</li> <li>• meet the identified needs of specific learners</li> </ul>
	4.2	Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners
	4.3	Demonstrate ways to promote equality and value diversity in own teaching
	4.4	Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression
	4.5	Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication
5.Be able to apply theories, models and principles of assessment to assessing learning in education and training	5.1	Design assessments that meet the individual needs of learners
	5.2	Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements
	5.3	Demonstrate the use of assessment data in: <ul style="list-style-type: none"> <li>• monitoring learners' achievement, attainment and progress;</li> <li>• setting learners' targets;</li> <li>• planning subsequent sessions; and</li> <li>• recording the outcomes of assessment</li> </ul>
	5.4	Communicate assessment information to other professionals with an interest in learner achievement
	5.5	Explain how own assessment practice has taken account of theories, models and principles of assessment
6.Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	6.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
	6.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning
7.Be able to apply theories and models of reflection and evaluation to the	7.1	Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and



evaluation of own practice in planning, delivering and assessing inclusive teaching and learning		assessing inclusive teaching and learning
	7.2	Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning

Assessment requirements:

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

Simulation is not permitted.

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

To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice.

The unit Theories, principles and models in education and training (Level 5) is a prerequisite for this unit.

Unit 2

Title:	Teaching, learning and assessment in education and training H/505/0912	
Level:	4	
Credit value:	20	
Guided learning hours	65	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand roles, responsibilities and relationships in education and training	1.1	Analyse own role and responsibilities in education and training
	1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
	1.3	Analyse the relationships and boundaries between the teaching role and other professional roles
	1.4	Describe points of referral to meet the needs of learners
2.Be able to use initial and diagnostic assessment to agree individual learning goals with learners	2.1	Explain why it is important to identify and meet the individual needs of learners
	2.2	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals
	2.3	Use methods of initial and diagnostic assessment to agree individual learning goals with learners
	2.4	Record learners' individual learning goals
3.Be able to plan inclusive teaching and learning	3.1	Devise a scheme of work in accordance with internal and external requirements
	3.2	Design teaching and learning plans which respond to: <ul style="list-style-type: none"> <li>• the individual goals and needs of all learners; and</li> <li>• curriculum requirements.</li> </ul>
	3.3	Explain how own planning meets the individual needs of learners
	3.4	Explain ways in which teaching and learning plans can be

		adapted to meet the individual needs of learners
	3.5	Identify opportunities for learners to provide feedback to inform inclusive practice
4.Be able to create and maintain a safe, inclusive teaching and learning environment	4.1	Explain why it is important to promote appropriate behaviour and respect for others
	4.2	Explain ways to promote equality and value diversity
	4.3	Establish and sustain a safe, inclusive learning environment
5.Be able to deliver inclusive teaching and learning	5.1	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners
	5.2	Analyse benefits and limitations of communication methods and media used in own area of specialism
	5.3	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners
	5.4	Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
	5.5	Demonstrate ways to promote equality and value diversity in own teaching
	5.6	Adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
	5.7	Communicate with learners and learning professionals to meet individual learning needs
6.Be able to assess learning in education and training	6.1	Explain the purposes and types of assessment used in education and training
	6.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners
	6.3	Use types and methods of assessment, including peer and self-assessment, to: <ul style="list-style-type: none"> <li>• involve learners in assessment;</li> <li>• meet the individual needs of learners;</li> <li>• enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current; and</li> </ul>

		<ul style="list-style-type: none"> <li>• meet internal and external assessment requirements</li> </ul>
	6.4	Use questioning and feedback to contribute to the assessment process
	6.5	Record the outcomes of assessments to meet internal and external requirements
	6.6	Communicate assessment information to other professionals with an interest in learner achievement
7.Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	7.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
	7.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning
8.Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning	8.1	Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning, taking account of the views of learners and others
	8.2	Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning

Assessment requirements:

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

Simulation is not permitted.

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

To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice.

Unit 3

Title:	Theories, principles and models in education and training A/505/0818	
Level:	5	
Credit value:	20	
Guided learning hours:	60	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the application of theories, principles and models of learning in education and training	1.1	Analyse theories, principles and models of learning
	1.2	Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment
	1.3	Analyse models of learning preferences
	1.4	Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment
2. Understand the application of theories, principles and models of communication in education and training	2.1	Analyse theories, principles and models of communication
	2.2	Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment
3. Understand the application of theories, principles and models of assessment in education and training	3.1	Analyse theories, principles and models of assessment
	3.2	Explain ways in which theories, principles and models of assessment can be applied in assessing learning
4. Understand the application of theories and models of curriculum development within own area of specialism	4.1	Analyse theories and models of curriculum development
	4.2	Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism
5. Understand the application of theories and models of reflection and evaluation to reviewing own practice	5.1	Analyse theories and models of reflection and evaluation
	5.2	Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice

Assessment requirements: This unit is a prerequisite for the unit Developing teaching, learning and assessment (Level 5).

Unit 4

Title:	Wider professional practice and development in education and training J/505/0837	
Level:	5	
Credit value:	15	
Guided learning hours	50	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand professionalism and the influence of professional values in education and training	1.1	Define the concepts of professionalism and dual professionalism in education and training
	1.2	Explain ways in which professional values influence own practice in own area of specialism
2.Understand the policy context of education and training	2.1	Explain ways in which social, political and economic factors influence education policy
	2.2	Analyse the impact of current educational policies on curriculum and practice in own area of specialism
3.Understand the impact of accountability to stakeholders and external bodies on education and training	3.1	Explain the roles of stakeholders and external bodies in education and training
	3.2	Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training
	3.3	Explain why it is important to work in partnership with employers and other stakeholders in education and training
	3.4	Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism
4.Understand the organisational context of education and training	4.1	Explain key aspects of policies, codes of practice and guidelines of an organisation
	4.2	Analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism
5.Be able to contribute to the quality improvement and quality assurance	5.1	Analyse the quality improvement and quality assurance arrangements of an organisation

arrangements of an organisation	5.2	Explain the function of self-assessment and self-evaluation in the quality cycle
	5.3	Evaluate a learning programme taking account of the quality arrangements of an organisation
	5.4	Identify areas for improvement in a learning programme taking account of the outcomes of evaluation
Assessment requirements: None		



## Optional Units

### Unit 5

Title:	Action research T/503/5380	
Level:	5	
Credit value:	15	
Guided learning hours	50	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand the purpose and nature of action research	1.1	Explain the purpose of action research
	1.2	Analyse key features of the action research process
	1.3	Analyse the implications of a model of action research
2.Be able to initiate action research	2.1	Justify own choice of an area of practice for action research
	2.2	Plan a clear intervention strategy
	2.3	Justify the choice and timescales of an intervention strategy
	2.4	Explain how ethical and political considerations and issues of confidentiality will be observed in practice
	2.5	Implement a clear intervention strategy
3.Understand ways of carrying out action research	3.1	Evaluate methods for action research
	3.2	Evaluate methods of collecting qualitative and quantitative data
	3.3	Review ways in which collected data may be analysed
4.Be able to carry out action research	4.1	Draw on selected literature relating to an area of practice for action research
	4.2	Justify own choice of methods selected for action research
	4.3	Collect data relating to an area of practice for action research
	4.4	Analyse data collected from action research

	4.5	Present data collected from action research
	4.6	Draw conclusions based on findings from action research
5.Be able to present the outcomes of action research	5.1	Report own findings and conclusions from action research
	5.2	Justify own recommendations for action to be taken based on conclusions from action research
6.Be able to evaluate own practice in relation to action research	6.1	Analyse the effectiveness of own practice in relation to action research
	6.2	Identify own strengths and areas for improvement in relation to action research
	6.3	Plan opportunities to improve own skills in action research
Assessment requirements: None		

Unit 6

Unit title	Delivering employability skills M/505/1089	
Level	4	
Credit value	6	
Guided learning hours	20	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the difference between employability skills and employment skills	1.1	Explain the differences between employability skills and employment skills.
	1.2	Explain the benefits to learners of having employability skills.
2. Understand the personal qualities and skills needed for the delivery of employability skills	2.1	Analyse personal qualities and skills required for the delivery of employability skills.
	2.2	Analyse the influence of personal presentation on the success of the delivery of employability skills.
3. Be able to use techniques, strategies, and practices that reflect the workplace in the delivery of employability skills.	3.1	Review techniques for the delivery of employability skills.
	3.2	Review strategies used to transform training areas to
	3.3	Plan employability skills sessions that: <ul style="list-style-type: none"> <li>• meet the needs of learners; and</li> <li>• reflect a realistic working environment.</li> </ul>
	3.4	Use selected techniques and strategies to deliver employability skills sessions.
	3.5	Demonstrate ways to negotiate behavioural parameters when using workplace practices with learners.
4. Be able to evaluate own delivery of employability skills.	4.1	Evaluate the effectiveness of techniques, strategies, and practices used for the delivery of employability skills.
	4.2	Identify own strengths and areas for improvement for the delivery of employability skills.

Assessment requirements: The learning outcomes must be assessed in a teaching and learning environment. There is a requirement to observe and assess practice in this unit

Simulation is not permitted.

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

Unit 7

Title:	Develop and prepare resources for learning and development A/502/9547	
Level:	4	
Credit value:	6	
Guided learning hours:	25	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand principles underpinning development and preparation of resources for learning and development	1.1	Explain principles underpinning resource selection for learning and development
	1.2	Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies
	1.3	Evaluate the contribution of technology to the development of learning and development resources
2. Be able to develop resources to meet learning and development needs	2.1	Agree needs of learners for whom resources are being developed
	2.2	Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met
	2.3	Plan adaptations to and use of technology within resources to meet learning and development needs
	2.4	Prepare guidance to assist those using learning and development resources
	2.5	Evaluate the suitability of resources for learning and development
Assessment requirements:	<p>This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed.</p>	

Unit 8

Title:	Develop learning and development programmes M/502/9545	
Level:	4	
Credit value:	6	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand the principles underpinning the development of learning and development programmes	1.1	Explain the objectives of learning and development programmes
	1.2	Evaluate the factors of learning and development that impact on: <ul style="list-style-type: none"> <li>• development</li> <li>• delivery</li> <li>• assessment and accreditation</li> </ul>
	1.3	Explain the importance of learner involvement when developing learning and development programmes
	1.4	Evaluate the risks that need to be managed when developing learning and development programmes
	1.5	Compare methodologies to monitor and evaluate learning and development programmes
2.Be able to develop learning and development programmes	2.1	Identify the learning outcomes required for learning and development programmes
	2.2	Develop a plan for a learning and development programme
	2.3	Plan the assessment approaches to meet the learning outcomes of learning and development programmes
	2.4	Produce resources for learning and development programmes
3.Be able to review learning and development programmes	3.1	Evaluate the learning outcomes of a learning and development programme
	3.2	Evaluate the delivery and assessment of a learning and

		development programme
	3.3	Identify areas for improvement for learning and development programmes

Assessment requirements:

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.

Unit 9

Title:	Developing, using and organising resources in a specialist area H/505/1090	
Level:	5	
Credit value:	15	
Guided learning hours	50	
<b>Learning outcomes</b>  <i>The learner will:</i>	<b>Assessment criteria</b>  <i>The learner can:</i>	
1.Understand the purpose and use of resources in own specialist area	1.1	Explain the purpose of resources in teaching and learning
	1.2	Evaluate the effectiveness of specific resources from own specialist area in meeting individual learning needs
2.Be able to develop and use inclusive resources in own specialist area	2.1	Analyse principles of resource design
	2.2	Evaluate sources that inform resource development in own specialist area
	2.3	Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area
	2.4	Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area
	2.5	Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area
	2.6	Employ resources to engage and meet the individual needs of learners in own specialist area
3.Understand how to organise and enable access to resources	3.1	Explain ways in which resources can be classified and stored
	3.2	Review ways of sharing resources with other learning professionals
4.Understand legal requirements and responsibilities relating to the development and use of resources	4.1	Review legal requirements and responsibilities relating to the development and use of resources
	4.2	Analyse the implications of intellectual property rights and copyright for the development and use of resources



5.Be able to evaluate own practice in relation to development and use of resources in own specialist area	5.1	Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area
	5.2	Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area
	5.3	Plan opportunities to improve own skills in development and use of resources in own specialist area
Assessment requirements : none		

Unit 10

Title:	Effective partnership working in the learning and teaching context Y/503/5310	
Level:	4	
Credit value:	15	
Guided learning hours:	50	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the purpose and nature of partnership working	1.1	Explain reasons for partnership working.
	1.2	Review opportunities and challenges of working within a partnership.
	1.3	Review models of partnerships.
	1.4	Explain ways of sustaining partnerships and their outputs.
	1.5	Explain the need for ground rules and terms of reference in partnership working.
	1.6	Justify the need for realistic timescales and deadlines in effective partnership working.
2. Understand the purpose, aims, and objectives of a partnership	2.1	Explain the purpose of a specific partnership.
	2.2	Identify the aims and objectives of a specific partnership.
3. Understand the structure and management of a partnership	3.1	Review individual roles and responsibilities within a specific partnership.
	3.2	Summarise the potential contribution of stakeholders to a specific partnership.
	3.3	Identify boundaries of individual roles and ownership issues within a specific partnership.
	3.4	Review resource implications for a specific partnership and its individual members.
	3.5	Review how a specific partnership is managed, identifying potential management issues.
4. Understand how to measure and report on a partnership's outputs	4.1	Summarise performance indicators used to measure the effectiveness of a specific partnership

	4.2	Review the effectiveness of a specific partnership's outputs, drawing on valid and reliable data
	4.3	Summarise methods of presenting partnership outputs to interested parties
5. Understand how to communicate effectively within a partnership.	5.1	Summarise methods for effective communication between partners
	5.2	Review the communication strategy of a specific partnership
	5.3	Review own communication methods and skills as a partnership member
6. Understand the wider context within which a partnership operates	6.1	Explain the potential impact of other stakeholders and agencies relating to a specific partnership
	6.2	Summarise the impact of key government policies and initiatives on a specific partnership
	6.3	Review ways for a partnership to establish and maintain communities of practice.
Assessment requirements: n/a		

Unit 11

Title:	Engage with employers to facilitate workforce development D/502/9556	
Level:	4	
Credit value:	6	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand the opportunities available for workforce development	1.1	Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements
	1.2	Explain what constitutes workforce development in a business context
	1.3	Explain the funding opportunities available for workforce development
2.Understand how to engage with employers to promote workforce development	2.1	Analyse information about individual employers and employment sectors, locally and nationally
	2.2	Explain how to gauge employers' level of interest in workforce development opportunities
	2.3	Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development
3.Understand how to design learning and development opportunities in the workplace	3.1	Analyse what motivates employees to undertake learning and development in the workplace
	3.2	Explain the key factors to be considered when designing learning and development solutions for employers and employees
	3.3	Critically compare learning and development programmes which already exist with newly developed opportunities
4. Understand how to facilitate learning and development opportunities in the workplace	4.1	Identify the sources of support and resources that are available from stakeholders
	4.2	Explain how employees might overcome obstacles when

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

Assessment requirements:

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

Unit 12

Title:	Equality and diversity Y/503/5789	
Level:	4	
Credit value:	6	
Guided learning hours:	25	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the key features of a culture which promotes equality and values diversity.	1.1	Define the meanings of equality and diversity in the UK context.
	1.2	Analyse the benefits of promoting equality and diversity for individual learners.
	1.3	Define legislation, employment regulations, and codes of practice relevant to the promotion of equality and valuing of diversity.
2. Understand the importance of promoting equality and valuing diversity in lifelong learning.	2.1	Reflect on how the promotion of equality and diversity can protect learners from risk of harm.
	2.2	Explain actions that can be taken to value individual learners.
	2.3	Explain good practice in providing individual learners with information.
3. Be able to promote equality and value diversity.	3.1	Use communication strategies to promote equality and diversity.
	3.2	Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity
	3.3	Explain how working with other agencies can promote diversity.
4. Understand how to help others in the promotion of equality and valuing of diversity.	4.1	Describe actions by individuals that can undermine equality and diversity.
	4.2	Recommend modifications to systems and structures that do not promote equality and diversity.
5. Be able to review own contribution to	5.1	Reflect on own strengths in promoting equality and

promoting equality and valuing diversity in lifelong learning.		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 requirements: n/a

Unit 13

Title:	Evaluating learning programmes K/505/1091	
Level:	4	
Credit value:	3	
Guided learning hours:	15	
Learning outcomes  <i>The learner will:</i>	Assessment criteria  <i>The learner can:</i>	
1. Understand the principles and methods of evaluating learning programmes.	1.1	Analyse the principles of evaluating learning.
	1.2	Explain how the principles of evaluating learning can be applied to evaluation of learning programmes.
	1.3	Analyse methods used for evaluating the effectiveness of learning programmes.
	1.4	Analyse methods of data collection and analysis used to evaluate learning programmes.
2. Be able to plan the evaluation of a learning programme.	2.1	Develop a framework for the evaluation of a learning programme.
	2.2	Devise objectives in order to achieve evaluation aims.
	2.3	Select methods for evaluating the effectiveness of a learning programme.
	2.4	Select methods for collecting data to evaluate the effectiveness of a learning programme.
3. Be able to evaluate the effectiveness of a learning programme.	3.1	Apply selected methods to evaluate the effectiveness of a learning programme.
	3.2	Apply selected methods to collect data to evaluate the effectiveness of a learning programme.
	3.3	Analyse data collected to evaluate the effectiveness of a learning programme.
	3.4	Apply relevant guidelines and legislation relevant to data collection and analysis.
	3.5	Present an analysis of evaluation results.



	3.6	Explain how evaluation results can be used to improve the effectiveness of a learning programme.
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Assessment requirements: n/a		
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Unit 14

Title:	Identify the learning needs of organisations H/502/9543	
Level:	4	
Credit value:	6	
Guided learning hours:	30	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand the principles and practices of learning needs analysis for organisations	1.1	Explain the principles and practice of learning needs analysis for organisations
	1.2	Analyse the factors that can influence the identification of organisational learning needs
	1.3	Explain why it is important to gain the support and commitment of relevant people
	1.4	Review the methodologies required for a learning needs analysis
2.Be able to conduct learning needs analysis for the organisation	2.1	Confirm the purpose and aims of learning needs analysis with relevant people
	2.2	Select the organisational learning needs analysis methodology
	2.3	Apply the organisational learning needs analysis methodology
	2.4	Analyse the learning needs of the organisation
	2.5	Review methods of communicating findings from learning needs analysis to relevant people in organisations
3.Be able to agree organisational learning and development plans with relevant people	3.1	Present recommendations for learning and development to relevant people
	3.2	Review and revise priorities with relevant people

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

Unit 15

Title:	Inclusive practice L/503/5384	
Level:	4	
Credit value:	15	
Guided learning hours:	50	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand factors that influence learning.	1.1	Review the impact of personal, social, and cultural factors on learning.
	1.2	Review the impact of different cognitive, physical, and sensory abilities on learning.
2. Understand the impact of policy and regulatory frameworks on inclusive practice.	2.1	Summarise policy and regulatory frameworks relating to inclusive practice.
	2.2	Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice.
	2.3	Explain how policy and regulatory frameworks influence own inclusive practice.
3. Understand roles and responsibilities relating to inclusive practice.	3.1	Summarise own role and responsibilities relating to inclusive practice.
	3.2	Explain the relationship between own role and the roles of other professionals involved in inclusive practice.
	3.3	Identify points of referral available to meet individual learning needs.
4. Understand how to create and maintain an inclusive learning environment.	4.1	Review key features and benefits of an inclusive learning environment.
	4.2	Analyse ways to promote equality and value diversity.
	4.3	Analyse ways to promote inclusion.
	4.4	Review strategies for effective liaison between professionals involved in inclusive practice.
5. Understand how to evaluate own	5.1	Review the effectiveness of own inclusive practice.

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 requirements: n/a		

Unit 16

Title:	Internally assure the quality of assessment A/601/5321	
Level:	4	
Credit value:	6	
Guided learning hours:	45	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Be able to plan the internal quality assurance of assessment	1.1	Plan monitoring activities according to the requirements of own role
	1.2	Make arrangements for internal monitoring activities to assure quality
2. Be able to internally evaluate the quality of assessment	2.1	Carry out internal monitoring activities to quality requirements
	2.2	Evaluate assessor expertise and competence in relation to the requirements of their role
	2.3	Evaluate the planning and preparation of assessment processes
	2.4	Determine whether assessment methods are safe, fair, valid and reliable
	2.5	Determine whether assessment decisions are made using the specified criteria
	2.6	Compare assessor decisions to ensure they are consistent
3.Be able to internally maintain and improve the quality of assessment	3.1	Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment
	3.2	Apply procedures to standardise assessment practices and outcomes
4. Be able to manage information relevant to the internal quality assurance of assessment	4.1	Apply procedures for recording, storing and reporting information relating to internal quality assurance
	4.2	Follow procedures to maintain confidentiality of internal

		quality assurance information
5.Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment	5.1	Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare
	5.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance
	5.3	Critically reflect on own practice in internally assuring the quality of assessment
	5.4	Maintain the currency of own expertise and competence in internally assuring the quality of assessment

Assessment requirements: Evidence for all learning outcomes must come from performance in the work environment. All learning outcomes in this unit must be assessed using methods appropriate to the candidate IQA's performance. These must include:

- observation of performance
- 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

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 assessment criterion.

Evidence must come from the IQA trainee's performance in the work environment.

There must be evidence of the IQA trainee monitoring a minimum of two assessors, each with a minimum of two trainees of their own, through components of a qualification.

Unit 17

Title:	Manage learning and development in groups A/502/9550	
Level:	4	
Credit value:	6	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the principles and practices of managing learning and development in groups	1.1	Analyse the characteristics of group environments that foster learning and development
	1.2	Evaluate strategies to manage group behaviour and dynamics
	1.3	Evaluate management techniques which facilitate the delivery of learning and development in groups
	1.4	Analyse ways to involve learners in the management of their own learning and development in groups
	1.5	Analyse risks to be considered when managing learning and development in groups
	1.6	Explain how to manage barriers to individual learning in groups
2. Be able to manage group learning and development environments	2.1	Facilitate communication, collaboration and learning between group members
	2.2	Use motivational methods to engage the group and its individual members in the learning and development process
	2.3	Consult with group members to adapt their learning and development environments to improve their learning outcomes
	2.4	Manage the risks associated with group learning and development
3. Be able to apply methodologies to manage learning and development in groups	3.1	Involve learners in agreeing group learning and development objectives
	3.2	Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group
	3.3	Manage group learning strategies and delivery methods to reflect changing requirements
	3.4	Provide individual advice to learners to assist their decision-making



		about future learning needs
4. Be able to manage learning and development in groups to comply with legal and organisational requirements	4.1	Support learner's rights in relation to equality, diversity and inclusion
	4.2	Minimise risks to safety, health, wellbeing and security of learners
	4.3	Manage confidentiality in relation to learners and the organisation
	4.4	Maintain learning and development records in accordance with organisational procedures

Assessment requirements: 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.

Unit 18

Title:	Managing behaviours in a learning environment M/505/3912	
Level:	5	
Credit value:	6	
Guided learning hours	20	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the characteristics and impact of behaviours in a learning environment	1.1	Analyse behaviours that can occur in a learning environment
	1.2	Analyse potential factors contributing to behaviours in a learning environment
	1.3	Analyse the impact of behaviours on a learning environment
2. Understand legislation and organisational policies relating to managing behaviours in a learning environment	2.1	Analyse legislation relating to managing behaviours in a learning environment
	2.2	Analyse organisational policies relating to managing behaviours in a learning environment
3. Be able to apply theories of behaviour management to create and maintain a purposeful learning environment	3.1	Analyse theories of behaviour management
	3.2	Establish a purposeful learning environment
	3.3	Explain how own practice in creating a purposeful learning environment has taken account of theories of behaviour management
4. Be able to evaluate own practice in managing behaviours in a learning environment	4.1	Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment
	4.2	Identify own strengths and areas for improvement in relation to managing behaviours in a learning environment
<p>Assessment requirements :</p> <p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p>		

Unit 19

Title:	Preparing for the coaching role J/505/0188	
Level:	4	
Credit value:	3	
Guided learning hours:	15	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand own role and responsibilities in relation to coaching.	1.1	Analyse the skills and qualities required for a specific coaching role.
	1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role.
	1.3	Explain why it is important to establish ground rules for engagement and boundaries in a coaching relationship.
	1.4	Explain the importance of acting according to ethical and professional standards in a coaching relationship.
	1.5	Analyse ways of building a relationship with a client in a coaching role.
2. Understand the use of coaching in a specific context.	2.1	Analyse the benefits of coaching in a specific context.
	2.2	Analyse the impact of coaching on individual learning and development.
	2.3	Explain legal and organisational requirements in a specific context relating to: <ul style="list-style-type: none"> <li>• data protection;</li> <li>• privacy;</li> <li>• confidentiality; and</li> <li>• safe-guarding and disclosure.</li> </ul>
	2.4	Identify sources of support to deal with issues which are outside own expertise or authority.
	2.5	Explain what constitutes a safe and comfortable environment for a coaching session.

3. Understand how to identify client goals and outcomes.	3.1	Analyse ways of identifying and agreeing outcomes and goals with clients.
	3.2	Explain the role of a coaching agreement.
	3.3	Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals.
	3.4	Analyse client responsibility and autonomy for making changes.
Assessment requirements: n/a		

Unit 20

Title:	Preparing for the mentoring role L/505/0189	
Level:	4	
Credit value:	3	
Guided learning hours:	15	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand own role and responsibilities in relation to mentoring.	1.1	Analyse the skills and qualities required for a specific mentoring role.
	1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role.
	1.3	Explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship.
	1.4	Explain the importance of acting according to ethical and professional standards in a mentoring relationship.
	1.5	Analyse ways of building a relationship with a client in a mentoring role.
2. Understand the use of mentoring in a specific context.	2.1	Analyse the benefits of mentoring in a specific context.
	2.2	Analyse the impact of mentoring on individual learning and development.
	2.3	Explain legal and organisational requirements in a specific context relating to: <ul style="list-style-type: none"> <li>• data protection;</li> <li>• privacy;</li> <li>• confidentiality; and</li> <li>• safe-guarding and disclosure.</li> </ul>
	2.4	Identify sources of support to deal with issues that are outside own expertise or authority
	2.5	Explain what constitutes a safe and comfortable environment for a mentoring session.
3. Understand how to identify client goals	3.1	Analyse ways of identifying and agreeing outcomes and

and outcomes.		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 requirements: n/a		

Unit 21

Title:	Preparing for the personal tutoring role T/505/1093	
Level:	4	
Credit value:	3	
Guided learning hours	15	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand own role and responsibilities in relation to the personal tutoring role	1.1	Analyse the skills and qualities required for a personal tutoring role
	1.2	Explain how own values, behaviours and attitudes can impact on the personal tutoring role
	1.3	Explain the boundaries and limitations of a personal tutoring role
	1.4	Explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role
	1.5	Analyse the importance of communication in a personal tutoring role
2.Understand factors affecting learners' approaches to learning	2.1	Analyse how learners' socio-economic, cultural and personal background, work history and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning
	2.2	Explain why it is important that learners take responsibility for their own learning
	2.3	Explain why it is important that personal tutoring programmes support the development of learning and transferable skills
	2.4	Analyse strategies to enable learners to engage with learning
	2.5	Explain factors which identify learners at risk of disengaging from learning
3.Understand the use of personal tutoring in a specific context	3.1	Describe the range of support available for learners within a specific context
	3.2	Explain legal and organisational requirements relating to:

		<ul style="list-style-type: none"> <li>• data protection;</li> <li>• copyright;</li> <li>• privacy;</li> <li>• confidentiality; and</li> <li>• safeguarding and disclosure</li> </ul>
	3.3	Explain how to work with others in a specific context to support learners
	3.4	Explain how to work with external stakeholders and partners to support learners
4. Understand how personal learning targets are created and monitored	4.1	Explain the purpose of an individual learning plan
	4.2	Analyse approaches to support learners to create personal learning targets
	4.3	Explain the importance of reviewing learner progress and targets



Unit 22

Title:	Teaching in a specialist area J/505/1096	
Level:	4	
Credit value:	15	
Guided learning hours	50	
<b>Learning outcomes</b>  <i>The learner will:</i>	<b>Assessment criteria</b>  <i>The learner can:</i>	
1.Understand the aims and philosophy of education and training in a specialist area	1.1	Explain key aims of education and training in own specialist area
	1.2	Analyse philosophical issues relating to education and training in own specialist area
2.Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area	2.1	Describe the aims and structure of key qualifications in own specialist area
	2.2	Describe the aims and structure of learning programmes in own specialist area
	2.3	Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met
3.Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area	3.1	Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area
	3.2	Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies
4.Understand how to use resources for inclusive teaching and learning in a specialist area	4.1	Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area
	4.2	Analyse the inclusiveness of own use of teaching and learning resources in a specialist area

5.Be able to work with others within a specialist area to develop own practice	5.1	Liaise with others within a specialist area to develop own practice
	5.2	Review the impact of liaison with other teachers and trainers within own specialist area on own practice
6.Be able to evaluate, improve and update own knowledge and skills in a specialist area	6.1	Review the effectiveness of own knowledge and skills in a specialist area
	6.2	Identify own strengths and areas for improvement in relation to practice in a specialist area
	6.3	Identify opportunities to improve and update own knowledge and skills in a specialist area
Assessment requirements :None		

Title:	Specialist delivery techniques and activities R/504/0229	
Level:	4	
Credit value:	9	
Guided learning hours	30	
<b>Learning outcomes</b>  <i>The learner will:</i>	<b>Assessment criteria</b>  <i>The learner can:</i>	
1. Understand the role of specialist delivery techniques in a specific area	1.1	Explain the purpose of specialist delivery techniques in meeting learner needs in a specific area
	1.2	Identify learning needs that can be met through the use of specialist delivery techniques
	1.3	Justify the use of specialist delivery techniques to meet the needs of learners in a specific area
2. Be able to develop specialist delivery techniques and learning activities in own specific area	2.1	Review issues that influence the development of specialist delivery techniques
	2.2	Select specialist delivery techniques to meet the needs of learners
	2.3	Plan the use of specific learning activities to support specialist delivery techniques
	2.4	Select resources to support specialist delivery techniques and learning activities
	2.5	Identify ways in which specialist delivery techniques can be adapted to meet the needs of individual learners
3. Be able to use specialist delivery techniques and learning activities	3.1	Use specialist delivery techniques and learning activities to meet the needs of learners
	3.2	Use a resources to support specialist delivery techniques and learning activities
4. Be able to evaluate own practice in relation to specialist delivery techniques	4.1	Review the effectiveness of own use of specialist delivery techniques to meet the needs of learners
	4.2	Identify strengths and areas for improvement in own skills in the development and use of specialist delivery techniques

Assessment requirements: The learning outcomes must be assessed in a teaching and learning environment.  
Simulation is not permitted

Unit 24

Title:	Understanding and managing behaviours in a learning environment Y/505/1099	
Level:	4	
Credit value:	6	
Guided learning hours:	20	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand potential factors leading to behaviours that disrupt a learning environment.	1.1	Describe behaviours that can occur in a learning environment.
	1.2	Explain potential factors leading to behaviours that can disrupt a learning environment.
2. Understand organisational policies relating to managing behaviours in a learning environment.	2.1	Explain key aspects of legislation relating to managing behaviours in a learning environment.
	2.2	Explain key aspects of an organisation's policies relating to managing behaviours in a learning environment
3. Be able to promote behaviours that contribute to a purposeful learning environment.	3.1	Analyse ways of encouraging behaviours that contribute to a purposeful learning environment.
	3.2	Use strategies for encouraging behaviours that contribute to a purposeful learning environment.
4. Be able to manage behaviours that disrupt a purposeful learning environment.	4.1	Analyse ways of managing behaviours that disrupt a purposeful learning environment.
	4.2	Use strategies for managing behaviours that disrupt a purposeful learning environment.
5. Be able to evaluate own practice in managing behaviours in a learning environment.	5.1	Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment.
	5.2	Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment.

Assessment requirements: 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.

Title:	Understanding the principles and practices of externally assuring the quality of assessment  F/601/5322	
Level:	4	
Credit value:	6	
Guided learning hours:	45	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand the context and principles of external quality assurance	1.1	Analyse the functions of external quality assurance of assessment in learning and development
	1.2	Evaluate the key concepts and principles of external quality assurance of assessment
	1.3	Evaluate the roles of practitioners involved in the quality assurance process
	1.4	Explain the regulations and requirements for external and internal quality assurance in own area of practice
2.Understand how to plan the external quality assurance of assessment	2.1	Evaluate the importance of planning and preparing external quality assurance activities
	2.2	Explain what an external quality assurance plan should contain
	2.3	Summarise the preparations that need to be made for external quality assurance activities, including: <ul style="list-style-type: none"> <li>• information collection</li> <li>• communications</li> <li>• administrative arrangements</li> <li>• resources</li> </ul>
	2.4	Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards
3.Understand how to externally evaluate the quality of assessment and internal	3.1	Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and

quality assurance		practices
	3.2	Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices
	3.3	Evaluate different techniques for externally sampling evidence of assessment, including those that use technology
4.Understand how to externally maintain and improve the quality of assessment	4.1	Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment
	4.2	Evaluate standardisation requirements relevant to the external quality assurance of assessment
	4.3	Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements
	4.4	Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment
5.Understand how to manage information relevant to external quality assurance	5.1	Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance
6.Understand the legal and good practice requirements relating to external quality assurance	6.1	Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare
	6.2	Critically compare different ways in which technology can contribute to external quality assurance
	6.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment
	6.4	Explain the value of reflective practice and continuing professional development in relation to external quality assurance

Assessment requirements:

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

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



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

Unit 26

Title:	Understanding the principles and practices of internally assuring the quality of assessment  T/601/5320	
Level:	4	
Credit value:	6	
Guided learning hours:	45	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand the context and principles of internal quality assurance	1.1	Explain the functions of internal quality assurance in learning and development
	1.2	Explain the key concepts and principles of the internal quality assurance of assessment
	1.3	Explain the roles of practitioners involved in the internal and external quality assurance process
	1.4	Explain the regulations and requirements for internal quality assurance in own area of practice
2.Understand how to plan the internal quality assurance of assessment	2.1	Evaluate the importance of planning and preparing internal quality assurance activities
	2.2	Explain what an internal quality assurance plan should contain
	2.3	Summarise the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none"> <li>• information collection</li> <li>• communications</li> <li>• administrative arrangements</li> <li>• resources</li> </ul>
3.Understand techniques and criteria for monitoring the quality of assessment internally	3.1	Evaluate different techniques for sampling evidence of assessment, including use of technology
	3.2	Explain the appropriate criteria to use for judging the

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

Assessment requirements:

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

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

Unit 27

Title:	Action learning for teaching in a specialist area of disability J/505/0756	
Level:	5	
Credit value:	15	
Guided learning hours	40	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand the impact of a specific impairment on teaching and learning	1.1	Analyse a specific impairment and the related support needs of disabled learners
	1.2	Explain ways of adjusting practice for learners with a specific impairment
	1.3	Evaluate specific support within an organisation for learners with a specific impairment
2.Understand how to investigate effective practice in a specialist area of disability	2.1	Analyse ways to include disabled learners in an investigation
	2.2	Explain ethical considerations when involving disabled learners
	2.3	Evaluate a range of action learning research methods
3.Be able to investigate practice in a specialist area of disability	3.1	Develop a focus for investigation
	3.2	Design and implement an action plan to support the investigation
	3.3	Evaluate the practice of other teachers in your area of interest
	3.4	Report the findings of the investigation
	3.5	Analyse ways in which findings from an investigation can be used to develop own professional practice
Assessment requirements: none		

Unit 28

Title:	ESOL and the learners F/505/0786	
Level:	5	
Credit value:	15	
Guided learning hours	40	
Learning outcomes  <i>The learner will:</i>	Assessment criteria  <i>The learner can:</i>	
1.Understand the significance of language change and variety for ESOL learners	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	1.2	Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> <li>• text and discourse level;</li> <li>• sentence and phrase level;</li> <li>• word level; and</li> <li>• phoneme level</li> </ul>
	1.3	Explain ways in which language change and variety can have an impact on ESOL learners' literacy and language development
2.Understand the relationship between language and social processes	2.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	2.2	Analyse how language is used in the formation, maintenance and transformation of power relations
3.Understand factors that influence literacy and language acquisition, learning and use	3.1	Analyse personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use
	3.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning
4.Understand the use of assessment approaches to meet the needs of ESOL	4.1	Identify the skills, knowledge and understanding that can be assessed in ESOL

learners	4.2	Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
	4.3	Analyse the use of assessment tools in literacy and language teaching and learning
5.Understand how to promote learning and learner support within literacy and language teaching and learning	5.1	Explain the boundaries between own specialist area and those of other specialists and practitioners
	5.2	Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals
6.Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	6.1	Identify literacy and language skills needed across contexts and subjects
	6.2	Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas
Assessment requirements : none		

Title:	ESOL theories and frameworks A/505/0785	
Level:	5	
Credit value:	15	
Guided learning hours	40	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand theories and principles relating to language acquisition and learning	1.1	Analyse theories of first and second language acquisition and learning
	1.2	Analyse language teaching approaches associated with theories of first and second language acquisition and learning
2. Understand theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development
	2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
3. Be able to analyse spoken and written language	3.1	Analyse ways in which language can be described
	3.2	Explain descriptive and prescriptive approaches to language analysis
	3.3	Identify significant differences between the description and conventions of English and other languages
	3.4	Analyse spoken and written language at: <ul style="list-style-type: none"> <li>• text and discourse level;</li> <li>• sentence and phrase level;</li> <li>• word level; and</li> <li>• phoneme level</li> </ul>
	3.5	Analyse the impact of phonological features of spoken English on the communication of ESOL learners
	3.6	Use key discursal, grammatical, lexical and phonological terms accurately
4. Understand the processes involved in	4.1	Analyse the processes involved in speaking and listening for

the development of speaking, listening, reading and writing skills		ESOL learners
	4.2	Analyse the processes involved in reading and writing for ESOL learners
	4.3	Explain the mutual dependence of speaking, listening, reading and writing in literacy and language teaching and learning
	4.4	Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning
Assessment requirements :none		



Unit 30

Title:	Literacy and ESOL and the learners  L/505/0791	
Level:	5	
Credit value:	20	
Guided learning hours	60	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the significance of language change and variety for literacy and ESOL learners	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	1.2	Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> <li>• text and discourse level;</li> <li>• sentence and phrase level;</li> <li>• word level; and</li> <li>• phoneme level</li> </ul>
	1.3	Explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development
2. Understand the relationship between language and social processes	2.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	2.2	Analyse how language is used in the formation, maintenance and transformation of power relations
3. Understand factors that influence literacy and language acquisition, learning and use	3.1	Analyse personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use
	3.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning
4. Understand the use of English as a medium for teaching and learning	4.1	Explain the challenge for ESOL learners using English as a medium for learning
	4.2	Analyse the role of metalanguage in literacy and language teaching and learning

5. Understand the use of assessment approaches to meet the needs of literacy and ESOL learners	5.1	Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL
	5.2	Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
	5.3	Analyse the use of assessment tools in literacy and language teaching and learning
6. Understand how to promote learning and learner support within literacy, ESOL and language teaching and learning	6.1	Explain the boundaries between own specialist area and those of other specialists and practitioners
	6.2	Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals
7. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	7.1	Identify literacy and language skills needed across contexts and subjects
	7.2	Explain how to liaise with other professionals to provide specialist knowledge of how to develop literacy and language skills in vocational and other subject areas
Assessment requirements: None		

Unit 31

Title:	Literacy and ESOL theories and frameworks J/505/0790	
Level:	5	
Credit value:	20	
Guided learning hours	60	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand theories and principles relating to language acquisition and learning	1.1	Analyse theories of first and second language acquisition and learning
	1.2	Analyse language teaching approaches associated with theories of first and second language acquisition and learning
2.Understand theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development
	2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
3.Be able to analyse spoken and written language	3.1	Analyse ways in which language can be described
	3.2	Explain descriptive and prescriptive approaches to language analysis
	3.3	Identify significant differences between the description and conventions of English and other languages
	3.4	Analyse spoken and written language at: <ul style="list-style-type: none"> <li>• text and discourse level;</li> <li>• sentence and phrase level;</li> <li>• word level; and</li> <li>• phoneme level</li> </ul>
	3.5	Analyse the impact of phonological features of spoken English on the communication of ESOL learners
	3.6	Use key discoursal, grammatical, lexical and phonological terms accurately
4.Understand the processes involved in	4.1	Analyse the processes involved in speaking and listening for

the development of speaking, listening, reading and writing skills of literacy and ESOL learners		literacy and ESOL learners
	4.2	Analyse the processes involved in reading and writing for literacy and ESOL learners
	4.3	Explain the mutual dependence of speaking, listening, reading and writing in literacy and language teaching and learning
	4.4	Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning
Assessment requirements: None		

Unit 32

Title:	Literacy and the learners  L/505/0774	
Level:	5	
Credit value:	15	
Guided learning hours	40	
<b>Learning outcomes</b>  <i>The learner will:</i>	<b>Assessment criteria</b>  <i>The learner can:</i>	
1. Understand the significance of language change and variety for literacy learners	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	1.2	Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> <li>• text and discourse level;</li> <li>• sentence and phrase level;</li> <li>• word level; and</li> <li>• phoneme level</li> </ul>
	1.3	Explain ways in which language change and variety can have an impact on literacy learners' literacy and language development
2. Understand the relationship between language and social processes	2.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	2.2	Analyse how language is used in the formation, maintenance and transformation of power relations
3. Understand factors that influence literacy and language acquisition, learning and use	3.1	Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use
	3.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning
4. Understand the use of assessment approaches to meet the needs of	4.1	Identify the skills, knowledge and understanding that can be assessed in literacy

literacy learners	4.2	Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
	4.3	Analyse the use of assessment tools in literacy and language teaching and learning
5.Understand how to promote learning and learner support within literacy and language teaching and learning	5.1	Explain the boundaries between own specialist area and those of other specialists and practitioners
	5.2	Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals
6.Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	6.1	Identify literacy and language skills needed across contexts and subjects
	6.2	Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas
Assessment requirements : None		

Unit 33

Title:	Literacy, ESOL and the learners  Y/505/0776	
Level:	5	
Credit value:	15	
Guided learning hours	40	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand the significance of language change and variety for literacy and ESOL learners	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
	1.2	Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> <li>• text and discourse level;</li> <li>• sentence and phrase level;</li> <li>• word level; and</li> <li>• phoneme level</li> </ul>
	1.3	Explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development
2.Understand the relationship between language and social processes	2.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
	2.2	Analyse how language is used in the formation, maintenance and transformation of power relations
3.Understand factors that influence literacy, ESOL and language acquisition, learning and use	3.1	Analyse personal, social and cultural factors influencing literacy and ESOL learners' language acquisition, learning and use
	3.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning
4.Understand the use of assessment approaches to meet the needs of	4.1	Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL

literacy and ESOL learners	4.2	Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
	4.3	Analyse the use of assessment tools in literacy and language teaching and learning
5.Understand how to promote learning and learner support within literacy and language teaching and learning	5.1	Explain the boundaries between own specialist area and those of other specialists and practitioners
	5.2	Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals
6.Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	6.1	Identify literacy and language skills needed across contexts and subjects
	6.2	Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas
Assessment requirements :none		



Unit 34

Title:	Literacy theories and frameworks J/505/0773	
Level:	5	
Credit value:	15	
Guided learning hours	40	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand theories and principles relating to language acquisition and learning	1.1	Analyse theories of language acquisition and learning
	1.2	Analyse language teaching approaches associated with theories of language acquisition and learning
2. Understand theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development
	2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
3. Be able to analyse spoken and written language	3.1	Analyse ways in which language can be described

Title:	Numeracy and the learners K/505/0765	
Level:	5	
Credit value:	15	
Guided learning hours	40	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand the factors that influence the development and progression of numeracy learners	1.1	Analyse the impact of personal, social, economic and political factors on the development and progression of numeracy learners
	1.2	Explain the impact of learners' literacy and language skills on the development and progression of their numeracy skills
	1.3	Explain how differing communication approaches can affect the learning of numeracy processes and skills
2.Understand the use of assessment approaches to meet the needs of numeracy learners	2.1	Identify the skills, knowledge and understanding that can be assessed in numeracy
	2.2	Analyse approaches to initial and diagnostic assessment to identify the mathematics and numeracy skills and aspirations of numeracy learners
	2.3	Analyse the use of assessment tools in numeracy teaching and learning
3.Understand the use of numeracy teaching approaches and resources to meet the needs of individual numeracy learners	3.1	Analyse numeracy teaching approaches and resources, including technologies, for suitability in meeting individual learners' needs
	3.2	Analyse the impact of using technology on learner engagement, motivation and success in numeracy teaching and learning
4.Understand how numeracy can impact on different contexts and subjects	4.1	Identify the numeracy skills and knowledge needed by learners across contexts and subjects, and for progression purposes
	4.2	Explain the importance of encouraging learners to make links between their mathematical and numeracy development and their other personal development

5.Be able to promote learning support and learner support within numeracy teaching and learning	5.1	Explain the boundaries between own specialist area and those of other specialists and practitioners
	5.2	Analyse numeracy learning opportunities to determine how teaching and support needs may be shared between learning professionals
6.Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes	6.1	Explain how to liaise with other professionals to provide specialist knowledge of how to include numeracy in vocational and other subject areas
	6.2	Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area
Assessment requirements : none		

Title:	Numeracy knowledge and understanding H/505/0764	
Level:	5	
Credit value:	15	
Guided learning hours	40	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1.Understand fundamental attributes of mathematics and numeracy	1.1	Review the historic and cultural development of mathematics
	1.2	Analyse the language and concepts associated with number systems
	1.3	Analyse common errors and misconceptions in mathematics and possible reasons why they occur
	1.4	Analyse the techniques used in mathematics and numeracy for conceptual linkages
2.Understand the attributes of procedures within mathematics and numeracy	2.1	Analyse the activities, processes and stages within mathematical problems and investigations
	2.2	Evaluate written, mental and diagrammatic mathematical strategies, analysing the associated metalanguage
	2.3	Analyse the use, interpretation and representation of data
	2.4	Evaluate the use of measurement systems within problem solving including: <ul style="list-style-type: none"> <li>• definition;</li> <li>• conversion; and</li> <li>• representation</li> </ul>
3.Understand how learning theories and the origins and status of mathematics impact on numeracy teaching	3.1	Analyse the effect of the origins and status of mathematics knowledge on mathematics and numeracy curriculum development
	3.2	Analyse how teaching and learning theories underpin numeracy teaching and learning
4.Understand the links between the	4.1	Analyse the role of mathematics and numeracy within society

roles and perceptions of mathematics and numeracy within society	4.2	Evaluate perceptions of mathematics and numeracy including: <ul data-bbox="730 174 1098 353" style="list-style-type: none"><li>• popular views;</li><li>• learner attitudes; and</li><li>• trends in learner attainment</li></ul>
Assessment requirements :none		

Title:	Understanding theories and frameworks for teaching disabled learners Y/505/0759	
Level:	5	
Credit value:	15	
Guided learning hours	40	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand key theories and research which inform the teaching and learning of disabled young people and adults	1.1	Analyse how theories of learning inform teaching and learning practice in relation to disabled learners
	1.2	Explain the importance of research in the development of teaching and learning opportunities for disabled young people and adults
2. Understand factors influencing inclusive practice for disabled learners	2.1	Analyse how inclusive learning has been defined
	2.2	Explain the importance of inclusive learning for disabled learners
	2.3	Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults
	2.4	Analyse how approaches to communication and language development influence inclusive practice in relation to disabled learners
	2.5	Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning
3. Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults	3.1	Analyse how national, regional and local policy influence provision for disabled young people and adults
	3.2	Explain how current legal requirements and national policies and guidance promote the rights and well-being of disabled learners
	3.3	Evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for disabled young people and adults

4. Understand factors that influence the curriculum for disabled young people and adults	4.1	Analyse how attitudes to disability, including social and cultural attitudes and faith and belief, influence learning opportunities for disabled young people and adults
	4.2	Analyse the impact of own attitudes on professional practice
	4.3	Explain how risk assessments influence the curriculum
5. Understand how to work with others to support the needs of disabled learners	5.1	Explain the role of organisations and networks that can offer services and support to disabled learners
	5.2	Explain ways to maintain relationships with parents, carers and others with an interest in the learner
	5.3	Analyse the skills needed to work collaboratively for the benefit of disabled learners
Assessment requirements: none		