Qualification Specification

Highfield Level 4 Certificate in Education and Training (RQF)

Qualification Number: 601/1695/X

Version 1.2 May 2024

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Highfield Level 4 Certificate in Education and Training (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

Qualification regulation and support

The Highfield Level 4 Certificate in Education and Training (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

Key facts

Qualification number:	601/1695/X
Learning aim reference:	6011695X
Credit value:	36
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	140
Total qualification time (TQT):	360

Qualification overview and objective

The Highfield Level 4 Certificate in Education and Training (RQF) has been designed to prepare trainee teachers to teach in a wide range of contexts. It requires observation and assessment of practice and the range of optional units available provide opportunities to contextualise the qualification for different learning environments.

This qualification is suitable for individuals who:

- want a qualification focused on practical teaching
- want a choice of optional units that reflects the context in which they teach
- are currently teaching and want to have their practice and experience accredited
- are not currently teaching but can meet the minimum teaching practice requirement of 30 hours
- are able to undertake a qualification of medium size
- have the potential to study at this level which equates to the first year of an undergraduate degree
- are willing to undertake an initial assessment of their skills in maths, English and ICT

The objective of the qualification is to support a role in the workplace and prepare learners to progress to a qualification in the same subject area but at a higher level. The qualification is supported by the Education and Training Foundation.

Entry requirements

In order to complete this qualification, learners are required to:

- Be a minimum of 19 years of age

- be qualified, proficient or experienced in the subject which they intend to teach.
- have sufficient personal skills to complete the academic and other requirements of the programme. They will also need to be able to support their learners at the appropriate level whilst delivering their subject specialism.
- demonstrate the potential to study at minimum academic level 4 – the same level of study as the first year of a degree course.
- take an initial assessment of their maths, English and ICT skills. The teaching programme will support further development of these skills, recorded in a personal development log. It is recommended that trainee teachers will have been assessed as competent at level 2 in English and maths prior to the completion of this qualification. For more information about minimum core of literacy, language, numeracy and ICT please review the 'Updated guidance for teaching qualifications for further education and skills sector'. This is available in the members area of the Highfield website.

Geographical coverage

This qualification is suitable for delivery in England, Wales and Northern Ireland.

Guidance on delivery

The total qualification time for this qualification is 360 hours and of this 140 hours are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

The requirements to deliver this qualification differ depending on the units chosen. All centres will need to ensure they have staff in place that meet the core staff requirements – as these staff will be required to deliver, assess and IQA some of the mandatory units in the qualifications, as well as other non-learning and development units. In addition to this, where centres wish to deliver the learning and development units, they will need to ensure that they have staff in place who meet the **additional** tutor, assessor and IQA requirements. **Please see the tutor, assessor and IQA requirements outlined on pages 6 & 7 of this specification for more information.**

Although it is not a requirement, it is effective practice for every trainee teacher to be allocated a subject specialist mentor whose role is to provide specialist advice and information on the successful teaching of a specific subject. Ideally the mentor will be working in, or be familiar with, the trainee's place of teaching practice so that the mentor can support the trainee locally. The mentor may carry out some of the assessed observations but the majority must be carried out by the tutor and assessor that delivers the course. The mentor should liaise with, and feedback to, the tutor and assessor responsible for monitoring and supporting the trainee's professional development and progress.

Guidance on assessment

This qualification is assessed by a portfolio of evidence which must cover all assessment criteria of the units selected. The portfolio of evidence will be assessed and internally quality assured by the Centre and should include evidence of 30 hours teaching practice and 3 hours of observed practice.

Highfield have worked with subject matter experts to provide supporting assessment paperwork for Centres to use. If you wish to use alternative paperwork, this must be sent to Highfield for approval prior to commencement of the course.

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

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

Centre's who wish to use remote observation for assessment purposes may do so as long as this is live and not a retrospective assessment of recorded evidence.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Important Note: Please see specific individual unit requirements detailed in Appendix 2.

Practice Requirements

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

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

Please note: Experience of non-teaching roles is also very useful but cannot be included within the specified number of teaching practice hours.

There must be a minimum of three observations totalling a minimum of three hours. This excludes any observed practice completed as part of the *Level 3 Award in Education and Training.* Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress.

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

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

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

Please refer to Appendix 3 for assessed observation guidance which will enable providers to make a judgement about whether a trainee teacher has met the required standard of practice in an observation.

Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the HABC website. This policy should be read in conjunction with this specification and all other relevant HABC documentation.

Core Tutor and Assessor Requirements (for all qualification units - excluding Learning and Development units)

HABC require tutors and assessors who will deliver and assess **all qualification units** - excluding Learning and Development units - for this qualification, to have:

- A teaching or training qualification*;
- Evidence of relevant teaching experience in an education or training context;
- Access to appropriate guidance and support; and
- Ongoing participation in related programme quality assurance processes;

Suitable Teaching Qualifications include:

- Level 3 or 4 CTLLS or Level 4 Certificate in Education and Training;
- Level 5 DTLLS or Level 5 Diploma in Education and Training;
- Certificate in Education; and
- Postgraduate/ Professional Graduate Certificate in Education.

Important note: PTLLS qualifications and the Level 3 Award in Education and Training do not meet the requirements for a suitable teaching qualification.

Core Internal Quality Assurance (IQA) Requirements (for all qualification units - excluding Learning and Development units)

HABC requires Internal Quality Assurance staff who IQA **all units** – excluding the Learning and Development units - to:

- Be occupationally competent and experienced in the area of education and training (achievement of a CTLLS/ Level 4 Certificate in Education and Training or above is required); and
- Have a working understanding of internal quality assurance.

Additional Tutor and Assessor Requirements (Learning and Development units only)

HABC require tutors and assessors, who will deliver and assess the **Learning and Development** units for this qualification, to:

- Already hold the Level 4 Certificate in Education and Training (or a recognised equivalent such as a CTLLS qualification) and have successfully assessed learners for other qualifications. (If assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors.);
- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- Hold one of the following qualifications, or their recognised equivalent:
    - Level 3 Award in Assessing Competence in the Work Environment (QCF);
    - Level 3 Certificate in Assessing Vocational Achievement (QCF);
    - A1 Assess candidate performance using a range of methods;
    - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- Show current evidence of continuing professional development in assessment and quality assurance.

Additional Internal Quality Assurance (IQA) Requirements (Learning and Development units only)

HABC requires that Internal Quality Assurance staff who IQA **Learning and Development units** for this qualification to:

- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- Hold one of the following assessor qualifications, or their recognised equivalent:
    - Level 3 Award in Assessing Competence in the Work Environment (QCF);
    - Level 3 Certificate in Assessing Vocational Achievement (QCF):
    - A1 Assess candidate performance using a range of methods;
    - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- Hold one of the following IQA qualifications, or their recognised equivalent:
    - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF);
    - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF);
    - V1 Conduct internal quality assurance of the assessment process;
    - D34 Internally verify the assessment process; and
- Show current evidence of continuing professional development in assessment and quality assurance.

Mapping to National Occupational Standards (NOS)

This qualification maps to the National Occupational Standards for teachers, tutors and trainers in the lifelong learning sector (LLUK).

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Level 5 Diploma in Education and Training

Useful websites

- **www.et-foundation.co.uk/**
- **www.excellencegateway.org.uk/**

Recommended training materials

- *Education and Training Level 3 Handbook.* John Morley and Martin Wordsworth. Highfield.co.uk Ltd
- *Education and Training Presentation.* Highfield.co.uk Ltd

Please note these materials are aimed at Level 3 learning and so are most suited to the Level 3 'Understanding roles, responsibilities and relationships in education and training' unit within this qualification.

Appendix 1: Qualification structure

In order to achieve the **Highfield Level 4 Certificate in Education and Training (RQF)** learners must achieve a minimum of **36 credits** overall. In order to complete this, learners must achieve the following rules of combination:

- Mandatory Group A - 21 credits must be achieved from this group
- Optional Group B - 15 credits must be achieved from this group

Mandatory Group A

Learners must achieve 21 credits from this group.

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

Optional Group B

Learners must achieve a minimum of 15 credits from this group.

Unit reference	Unit title	Level	GLH	Credit
(M/503/5376)	Action learning to support development of subject specific pedagogy	5	50	15
(T/503/5380)	Action research	5	50	15
(H/601/5314)	Assess occupational competence in the work environment *(Learning and Development unit)*	3	30	6
(F/601/5319)	Assess vocational skills, knowledge and understanding *(Learning and Development unit)*	3	30	6
(F/505/0187)	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	3	30	6
(M/505/1089)	Delivering employability skills	4	20	6
(A/502/9547)	Develop and prepare resources for learning and development *(Learning and Development unit)*	4	25	6

(M/502/9545)	Develop learning and development programmes *(Learning and development unit)*	4	30	6
(H/505/1090)	Developing, using and organising resources within a specialist area	5	50	15
(Y/503/5310)	Effective partnership working in the learning and teaching context	4	50	15
(F/502/9551)	Engage learners in the learning and development process *(Learning and development unit)*	3	30	6
(Y/502/9555)	Engage with employers to develop and support learning provision *(Learning and Development unit)*	3	25	6
(D/502/9556)	Engage with employers to facilitate workforce development *(Learning and Development unit)*	4	30	6
(Y/503/5789)	Equality and diversity	4	25	6
(K/505/1091)	Evaluating learning programmes	4	15	3
(K/502/9544)	Identify individual learning and development needs *(Learning and development unit)*	3	24	3
(H/502/9543)	Identify the learning needs of organisations *(Learning and Development unit)*	4	30	6
(L/503/5384)	Inclusive practice	4	50	15
(A/601/5321)	Internally assure the quality of assessment *(Learning and Development unit)*	4	45	6
(A/502/9550)	Manage learning and development in groups *(Learning and Development unit)*	4	30	6
(J/505/0188)	Preparing for the coaching role	4	15	3
(L/505/0189)	Preparing for the mentoring role	4	15	3
(T/505/1093)	Preparing for the personal tutoring role	4	15	3
(L/504/0231)	Principles and practice of lipreading teaching	4	48	12
(R/504/0229)	Specialist delivery techniques and activities	4	30	9
(J/505/1096)	Teaching in a specialist area	4	50	15
(Y/505/1099)	Understanding and managing behaviours in a learning environment	4	20	6
(L/505/1102)	Understanding and managing behaviours in a learning environment	5	20	6
(F/601/5322)	Understanding the principles and practices of externally assuring the quality of assessment	4	45	6

	(Learning and Development unit)			
(T/601/5320)	Understanding the principles and practices of internally assuring the quality of assessment *(Learning and Development unit)*	4	45	6
(D/505/1105)	Working with the 14-19 age range in the learning environment	4	30	9

Units from the *Award in English for Literacy and Language Teaching*				
(J/503/4850)	Analysing English language for literacy and language teaching	3	15	3
(R/503/4852)	Reading skills for literacy and language teaching	3	15	3
(D/503/4854)	Speaking and listening skills for literacy and language teaching	3	15	3
(K/503/4856)	Writing skills for literacy and language teaching	3	15	3
Units from the *Award in Mathematics for Numeracy Teaching*				
(T/503/4861)	Using mathematics: academic subjects	3	30	6
(A/503/4859)	Using mathematics: personal and public life	3	30	6
(F/503/4863)	Using mathematics: professional and vocational contexts	3	30	6

Appendix 2: Qualification content

Mandatory Group A

Unit 1: Understanding roles, responsibilities and relationships in education and training

Unit number: H/505/0053
Credit: 3
GLH: 12
Level: 3

Unit Introduction

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

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

Unit 2: Planning to meet the needs of learners in education and training

Unit number: A/505/1189
Credit: 3
GLH: 15
Level: 4

Unit Introduction

The purpose of the unit is to enable the learner to agree individual learning goals with their learners, to plan inclusive teaching and learning approaches in accordance with internal processes and external requirements, and to evaluate their own practice in planning teaching and learning. It covers expectations in relation to the minimum core in planning inclusive teaching and learning.

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

Unit 3: Delivering education and training

Unit number: M/505/0122
Credit: 6
GLH: 24
Level: 4

Unit Introduction

The purpose of the unit is to enable the learner to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with understanding of how technology can enhance teaching and learning and covers expectations in relation to the minimum core in delivering inclusive teaching and learning.

Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements.	1.1	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners.
	1.2	Create an inclusive teaching and learning environment.
	1.3	Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements.
2. Be able to communicate with learners and other learning professionals to promote learning and progression.	2.1	Analyse benefits and limitations of communication methods and media used in own area of specialism.
	2.2	Use communication methods and media to meet individual learner needs.
	2.3	Communicate with other learning professionals to meet individual learner needs and encourage progression.
3. Be able to use technologies in delivering inclusive teaching and learning.	3.1	Analyse benefits and limitations of technologies used in own area of specialism.
	3.2	Use technologies to enhance teaching and meet individual learner needs.
4. Be able to implement the minimum core when delivering inclusive teaching and learning.	4.1	Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning.
	4.2	Apply minimum core elements in delivering inclusive teaching and learning.
5. Be able to evaluate own practice in delivering inclusive teaching and learning.	5.1	Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others.
	5.2	Identify areas for improvement in own practice in meeting the individual needs of learners.

Additional unit guidance
The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed live observation of practice that has met the required standard of practice.

Unit 4: Assessing learners in education and training

Unit number: F/505/0125
Credit: 6
GLH: 24
Level: 4

Unit Introduction

The purpose of the unit is to enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Be able to use types and methods of assessment to meet the needs of individual learners.	1.1	Explain the purposes of types of assessment used in education and training.
	1.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners.
	1.3	Use types and methods of assessment to meet the individual needs of learners.
	1.4	Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning.
	1.5	Use questioning and feedback to contribute to the assessment process.
2. Be able to carry out assessments in accordance with internal and external requirements.	2.1	Identify the internal and external assessment requirements and related procedures of learning programmes.
	2.2	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic, and current.
	2.3	Conduct assessments in line with internal and external requirements.
	2.4	Record the outcomes of assessments to meet internal and external requirements.
	2.5	Communicate assessment information to other professionals with an interest in learner achievement.
3. Be able to implement the minimum core when assessing learners.	3.1	Analyse ways in which minimum core elements can be demonstrated in assessing learners.
	3.2	Apply minimum core elements in assessing learners.
4. Be able to evaluate own assessment practice.	4.1	Review the effectiveness of own assessment practice taking account of the views of learners and others.
	4.2	Identify areas for improvement in own assessment practice.

Additional unit guidance
The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed live observation of practice that has met the required standard of practice.

Unit 5: Using resources for education and training

Unit number: L/505/0127
Credit: 3
GLH: 15
Level: 4

Unit Introduction

The purpose of the unit is to enable the learner to use resources in the delivery of inclusive teaching and learning and to be able to evaluate that use. It covers expectations in relation to the minimum core in relation to using resources for inclusive teaching and learning.

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

Additional unit guidance
The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed live observation of practice that has met the required standard of practice.

Optional Group B

Unit 6: Action learning to support development of subject specific pedagogy

Unit number: M/503/5376
Credit: 15
GLH: 50
Level: 5

Unit Introduction

The unit aims to enable the learner to investigate an area of interest related to the teaching of their own subject specialist area. It includes selecting and justifying a relevant area of interest, using appropriate research methodology, reviewing current relevant literature and evaluating other subject specialists. It also involves engaging with peers, evaluating strengths and areas for development in own practice, and presenting findings clearly and objectively.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand how to identify an area of interest related to practice in own subject specific area.	1.1	Justify own selection of an area of interest for investigation.
	1.2	Evaluate ways in which enhanced knowledge from investigation of an area of interest could improve subject specific pedagogy.
2. Be able to investigate current good practice in own subject specific area.	2.1	Justify own selection of sources for investigation.
	2.2	Critically review current literature relating to practice in own subject specific area.
	2.3	Evaluate the practice of other subject specialists in own subject specific area.
3. Be able to work with others to improve own skills in reflective practice.	3.1	Engage in professional debate within an action learning set.
	3.2	Engage in reflection on practice with peers.
4. Be able to evaluate own practice in a subject specific area.	4.1	Identify own strengths and areas for improvement in relation to a selected area of interest.
	4.2	Evaluate the potential impact on own practice of new learning from investigation of an area of interest.
5. Be able to apply learning from investigation of an area of interest to own practice in a subject specific area.	5.1	Justify selected areas for development based on findings from investigation of an area of interest.
	5.2	Evaluate the benefits of changes made to own practice.
6. Be able to present findings from investigation of an area of interest in own subject specific area.	6.1	Report own findings from investigation of an area of practice.
	6.2	Justify own conclusions drawn from investigation of an area of practice.
	6.3	Justify own recommendations for improving practice within subject specific pedagogy.

Unit 7: Action research

Unit number: T/503/5380
Credit: 15
GLH: 50
Level: 5

Unit Introduction

The unit aims to enable learners to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. It also involves evaluating own practice in relation to action research.

Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand the purpose and nature of action research.	1.1	Explain the purpose of action research.
	1.2	Analyse key features of the action research process.
	1.3	Analyse the implications of a model of action research.
2. Be able to initiate action research.	2.1	Justify own choice of an area of practice for action research.
	2.2	Plan a clear intervention strategy.
	2.3	Justify the choice and timescales of an intervention strategy.
	2.4	Explain how ethical and political considerations and issues of confidentiality will be observed in practice.
	2.5	Implement a clear intervention strategy.
3. Understand ways of carrying out action research.	3.1	Evaluate methods for action research.
	3.2	Evaluate methods of collecting qualitative and quantitative data.
	3.3	Review ways in which collected data may be analysed.
4. Be able to carry out action research.	4.1	Draw on selected literature relating to an area of practice for action research.
	4.2	Justify own choice of methods selected for action research.
	4.3	Collect data relating to an area of practice for action research.
	4.4	Analyse data collected from action research.

Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
	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.

Unit 8: Assess occupational competence in the work environment

Unit number: H/601/5314
Credit: 6
GLH: 30
Level: 3

Unit Introduction

The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment. This unit requires evidence of using the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner
- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning.

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to plan the assessment of occupational competence	1.1	Plan assessment of occupational competence based on the following methods: • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning
	1.2	Communicate the purpose, requirements and processes of assessing occupational competence to the learner
	1.3	Plan the assessment of occupational competence to address learner needs and current achievements
	1.4	Identify opportunities for holistic assessment

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
2. Be able to make assessment decisions about occupational competence	2.1	Use valid, fair and reliable assessment methods including: • observation of performance • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning
	2.2	Make assessment decisions of occupational competence against specified criteria
	2.3	Follow standardisation procedures
	2.4	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
3. Be able to provide required information following the assessment of occupational competence	3.1	Maintain records of the assessment of occupational competence, its outcomes and learner progress
	3.2	Make assessment information available to authorised colleagues
	3.3	Follow procedures to maintain the confidentiality of assessment information
4. Be able to maintain legal and good practice requirements when assessing occupational competence	4.1	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
	4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
	4.3	Evaluate own work in carrying out assessments of occupational competence
	4.4	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

Additional unit guidance
Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be performance evidence for the following assessment methods: • observation of performance in the work environment • examining products of work • questioning the learner Simulations are not allowed. Other forms of evidence will be acceptable for the remaining assessment methods:

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

There must be evidence to cover all of the assessment methods listed in the unit. The trainee assessor's performance evidence must be assessed by live observation, examining the products of work, questioning or professional discussions. There must be evidence of the trainee assessor carrying out at least two assessments of two learners' occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess competence in another unqualified assessor.

Unit 9: Assess vocational skills, knowledge and understanding

Unit number: F/601/5319
Credit: 6
GLH: 30
Level: 3

Unit Introduction

The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment. Assessment methods include:

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

The unit does not require the design of assessments.
'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to prepare assessments of vocational skills, knowledge and understanding	1.1	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning
	1.2	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
	1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners
2. Be able to carry out assessments of vocational skills, knowledge and understanding	2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
	2.2	Provide support to learners within agreed limitations
	2.3	Analyse evidence of learner achievement

Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
	2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
	2.5	Follow standardisation procedures
	2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression
3. Understand how to make assessment decisions	3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
	3.2	Make assessment information available to authorised colleagues as required
	3.3	Follow procedures to maintain the confidentiality of assessment information
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1	Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
	4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism
	4.3	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
	4.4	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

Additional unit guidance

Evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

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

Other forms of evidence will be acceptable for the remaining assessment methods.
Simulations are not allowed.

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

Unit 10: Assessment and support for the recognition of prior learning through the accreditation of learning outcomes

Unit number: F/505/0187
Credit: 6
GLH: 30
Level: 3

Unit Introduction

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

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Be able to promote understanding of recognition and accreditation of prior learning with external stakeholders.	1.1	Describe models of recognition to learners, assessors and other relevant stakeholders.
	1.2	Describe how external stakeholders can support the professional skills and competencies of those involved in providing guidance on recognition and accreditation of prior learning.
	1.3	Explain the relevant processes, procedures, and criteria that ensure recognition of prior learning is accepted as equivalent to other forms of assessment by relevant external stakeholders.
2. Understand how to provide guidance for learners.	2.1	Describe procedures for providing professional guidance for learners, assessors and other relevant stakeholders.
	2.2	Explain the importance of guidance that ensures learners have ownership of the process of recognition and, where appropriate, accreditation, as an entitlement or right.
3. Be able to support learners to recognise prior learning and achievement.	3.1	Provide guidance for learners in choosing target qualifications that include their prior learning.
	3.2	Describe evidence required to meet the relevant learning outcomes, assessment criteria, and verification requirements for the learners' target unit(s).
	3.3	Support learners with different needs to collect, organise and present theoretical and performance evidence to meet the requirements of the target unit(s).
4. Be able to assess evidence presented by learners.	4.1	Explain how a consistent approach is achieved by the assessment team within the processes of quality assurance.
	4.2	Judge the reliability, validity, authenticity, currency, relevance, and sufficiency of a range of evidence presented by a learner to meet the learning outcomes of the target unit(s).
	4.3	Provide clear and constructive feedback to learners who have not satisfied the learning outcomes of the target unit(s) identifying the additional evidence required.
	4.4	Maintain records for assessment and verification purposes.

Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
5. Be able to evaluate and improve practice.	5.1	Evaluate own, learner and the assessment team experiences of applying the recognition process.
	5.2	Identify improvements to practice.

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

Unit 11: Delivering employability skills

Unit number: M/505/1089
Credit: 6
GLH: 20
Level: 4

Unit Introduction

The unit aims to enable learners to deliver employability skills sessions. It includes consideration of the differences between employability and employment skills; the personal qualities, skills and techniques needed for the delivery of employability skills; and how the learning environment and personal presentation influence the success of the delivery of employability skills. It also includes delivering employability skills and using techniques and practices that reflect the workplace.

Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
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 reflect a realistic working environment.
	3.3	Plan employability skills sessions that: • meet the needs of learners; and • reflect a realistic working environment.
	3.4	Use selected techniques and strategies to deliver employability skills sessions.
	3.5	Demonstrate ways to negotiate behavioural parameters when using workplace practices with learners.
4. Be able to evaluate own delivery of employability skills.	4.1	Evaluate the effectiveness of techniques, strategies, and practices used for the delivery of employability skills.
	4.2	Identify own strengths and areas for improvement for the delivery of employability skills.

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

Unit 12: Develop and prepare resources for learning and development

Unit number: A/502/9547
Credit: 6
GLH: 25
Level: 4

Unit Introduction

The aim of this unit is to assess a learning and development practitioner's competence in developing and preparing resources to support learning and development. 'Develop' covers preparing and producing resources 'from scratch' as well as adapting existing resources to meet the needs of learners. 'Resources' also cover the preparation of the learning environment, learning materials and equipment used to support learning. Examples of resources include: technical equipment, IT-based learning, handouts, workbooks and visits to places of interest. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand principles underpinning development and preparation of resources for learning and development	1.1	Explain principles underpinning resource selection for learning and development
	1.2	Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies
	1.3	Evaluate the contribution of technology to the development of learning and development resources
2. Be able to develop resources to meet learning and development needs	2.1	Agree needs of learners for whom resources are being developed
	2.2	Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met
	2.3	Plan adaptations to and use of technology within resources to meet learning and development needs
	2.4	Prepare guidance to assist those using learning and development resources
	2.5	Evaluate the suitability of resources for learning and development

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

Unit 13: Develop learning and development programmes

Unit number: M/502/9545
Credit: 6
GLH: 30
Level: 4

Unit Introduction

The aim of this unit is to assess a learning and development practitioner's competence in developing learning and development programmes. It does not include the detailed preparation or implementation of the programme.
'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the principles underpinning the development of learning and development programmes	1.1	Explain the objectives of learning and development programmes
	1.2	Evaluate the factors of learning and development that impact on: • development • delivery • assessment and accreditation
	1.3	Explain the importance of learner involvement when developing learning and development programmes
	1.4	Evaluate the risks that need to be managed when developing learning and development programmes
	1.5	Compare methodologies to monitor and evaluate learning and development programmes
2. Be able to develop learning and development programmes	2.1	Identify the learning outcomes required for learning and development programmes
	2.2	Develop a plan for a learning and development programme
	2.3	Plan the assessment approaches to meet the learning outcomes of learning and development programmes
	2.4	Produce resources for learning and development programmes
3. Be able to review learning and development programmes	3.1	Evaluate the learning outcomes of a learning and development programme
	3.2	Evaluate the delivery and assessment of a learning and development programme
	3.3	Identify areas for improvement for learning and development programmes

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

Unit 14: Developing, using and organising resources within a specialist area

Unit number: H/505/1090
Credit: 15
GLH: 50
Level: 5

Unit Introduction

The unit aims to enable learners to develop, use, and organise resources within a specialist subject, vocational or other area. It includes the purpose, development and use of resources, how to organise them and enable access to others.
It also includes understanding legal requirements and responsibilities relating to resources and evaluating own practice in their development and use.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the purpose and use of resources in own specialist area.	1.1	Explain the purpose of resources in teaching and learning.
	1.2	Evaluate the effectiveness of specific resources in 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 on own specialist area.
	2.5	Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area.
	2.6	Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area.
	2.7	Employ resources to engage and meet the individual needs of learners in own specialist area.
3. Understand how to organise and enable access to resources.	3.1	Explain ways in which resources can be classified and stored.
	3.2	Review ways of sharing resources with other learning professionals.
4. Understand legal requirements and responsibilities relating to the development and use of resources.	4.1	Review legal requirements and responsibilities relating to the development and use of resources.
	4.2	Analyse the implications of intellectual property rights and copyright for the development and use of resources.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
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 practice in relation to development 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 the development and use of resources.

Unit 15: Effective partnership working in the learning and teaching context

Unit number: Y/503/5310
Credit: 15
GLH: 50
Level: 4

Unit Introduction

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

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the purpose and nature of partnership working.	1.1	Explain reasons for partnership working.
	1.2	Review opportunities and challenges of working within a partnership.
	1.3	Review models of partnerships.
	1.4	Explain ways of sustaining partnerships and their outputs.
	1.5	Explain the need for ground rules and terms of reference in partnership working.
	1.6	Justify the need for realistic timescales and deadlines in effective partnership working.
2. Understand the purpose, aims, and objectives of a partnership.	2.1	Explain the purpose of a specific partnership.
	2.2	Identify the aims and objectives of a specific partnership.
3. Understand the structure and management of a partnership.	3.1	Review individual roles and responsibilities within a specific partnership.
	3.2	Summarise the potential contribution of stakeholders to a specific partnership.
	3.3	Identify boundaries of individual roles and ownership issues within a specific partnership.
	3.4	Review resource implications for a specific partnership and its individual members.
	3.5	Review how a specific partnership is managed, identifying potential management issues.
4. Understand how to measure and report on a 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.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
	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.

Unit 16: Engage learners in the learning and development process

Unit number: F/502/9551
Credit: 6
GLH: 30
Level: 3

Unit Introduction

The aim of this unit is to assess a learning and development practitioner's competence in assisting learners to become engaged and involved in their own learning and development process. It includes knowledge and understanding of the role of mentoring, but it does not include the development of specific mentoring skills. Although it implies assistance and support for the learner, the unit is not about learning support. This also includes working with the learner to review their progress. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

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

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
4. Be able to assist the learner in reviewing their own progress	4.1	Establish opportunities to review progress with learners
	4.2	Provide learners with constructive feedback on their learning and development
	4.3	Enable learners to give feedback on their learning experience
	4.4	Analyse progress and achievement with learners
	4.5	Assist learners to in adapting learning and development plans to reflect future learning needs

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

Unit 17: Engage with employers to develop and support learning provision

Unit number: Y/502/9555
Credit: 6
GLH: 25
Level: 3

Unit Introduction

The aim of this unit is to assess a learning and development practitioner's competence in working with employers to provide learning and development opportunities for learners. Opportunities might include, for example: work experience placements, apprenticeship programmes, mentoring. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand information relating to employers developing provision for learners	1.1	Analyse information sources about individual employers and employment sectors, locally and nationally
	1.2	Summarise learning provision available to an employer
	1.3	Summarise legal requirements that apply to employers developing and supporting provision for learners
2. Understand how to engage with employers for the benefit of learners	2.1	Explain how to prepare for first contact with employers to discuss learning provision
	2.2	Evaluate employers' level of interest in providing learning opportunities for learners
	2.3	Evaluate strategies that help employers overcome concerns about offering learning opportunities
	2.4	Explain why employers might need support to provide learning for learners
	2.5	Explain the importance of clear channels of communication with employers as delivery partners
3. Be able to engage with employers for the benefit of learners	3.1	Provide employers with clear information and advice about learning requirements for learners
	3.2	Provide advice and assistance to employers delivering learning opportunities
	3.3	Establish channels of communication for feedback from employers on the progress of learners
4. Be able to evaluate the effect of employer provision on the learner and partner organisation	4.1	Assess the impact of employer provision on learners' learning outcomes
	4.2	Review the impact of employer provision on partner organisations

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

Unit 18: Engage with employers to facilitate workforce development

Unit number: D/502/9556
Credit: 6
GLH: 30
Level: 4

Unit Introduction

The aim of this unit is to assess a practitioner's competence in designing and delivering learning and development solutions to businesses.
'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the opportunities available for workforce development	1.1	Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements
	1.2	Explain what constitutes workforce development in a business context
	1.3	Explain the funding opportunities available for workforce development
2. Understand how to engage with employers to promote workforce development	2.1	Analyse information about individual employers and employment sectors, locally and nationally
	2.2	Explain how to gauge employers' level of interest in workforce development opportunities
	2.3	Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development
3. Understand how to design learning and development opportunities in the workplace	3.1	Analyse what motivates employees to undertake learning and development in the workplace
	3.2	Explain the key factors to be considered when designing learning and development solutions for employers and employees
	3.3	Critically compare learning and development programmes which already exist with newly developed opportunities
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: • employees • businesses

Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
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

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

Unit 19: Equality and diversity

Unit number: Y/503/5789
Credit: 6
GLH: 25
Level: 4

Unit Introduction

The aim of this unit is to enable learner to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice

Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Understand the key features of a culture that 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 promoting equality and valuing diversity in lifelong learning.	5.1	Reflect on own strengths in promoting equality and valuing diversity.
	5.2	Evaluate the impact of own practice in promoting equality and valuing diversity.
	5.3	Identify areas for further personal development in promoting equality and valuing diversity.

Unit 20: Evaluating learning programmes

Unit number: K/505/1091
Credit: 3
GLH: 15
Level: 4

Unit Introduction

The aim of this unit is to enable learners to understand the principles of evaluating learning programmes and use evaluation methods and data to understand how these can be used to improve learning programmes.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the principles of evaluating learning programmes.	1.1	Analyse the principles of evaluating learning.
	1.2	Explain how the principles can be applied to 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.
	1.5	Explain the impact of guidelines and legislation on data collection and analysis.
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 a learning programme.
	3.2	Apply selected methods to collect data to evaluate 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.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
	3.6	Explain how evaluation results can be used to improve a learning programme.

Unit 21: Identify individual learning and development needs

Unit number: K/502/9544
Credit: 3
GLH: 24
Level: 3

Unit Introduction

The aim of this unit is to assess a learning and development practitioner's understanding of and competence in carrying out a learning or training needs analysis for an individual. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the principles and practices of learning needs analysis for individuals	1.1	Explain the principles and practices of learning needs analysis for individuals
	1.2	Analyse the factors that influence individual learning needs, preferences and styles
	1.3	Compare methods used to assess individual learning needs
2. Be able to conduct learning needs analysis for individuals	2.1	Agree the purpose, aims and methodology of the learning needs analysis with individuals
	2.2	Apply learning needs analysis methodology to assess the individual's current level of achievement and potential
	2.3	Analyse learning needs and communicate to the learner
3. Be able to agree individual learning and development needs	3.1	Agree and prioritise individual learning and development needs
	3.2	Advise individuals about learning and development options to meet: • learner priorities • learning preferences • learning styles

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

Unit 22: Identify the learning needs of organisations

Unit number: H/502/9543
Credit: 6
GLH: 30
Level: 4

Unit Introduction

The aim of this unit is to assess a learning and development practitioner's competence in carrying out a learning or training needs analysis for an organisation. 'Organisation' in this context is taken to mean any group or team learning together as well as a whole organisation.
'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the principles and practices of learning needs analysis for organisations	1.1	Explain the principles and practice of learning needs analysis for organisations
	1.2	Analyse the factors that can influence the identification of organisational learning needs
	1.3	Explain why it is important to gain the support and commitment of relevant people
	1.4	Review the methodologies required for a learning needs analysis
2. Be able to conduct learning needs analysis for the organisation	2.1	Confirm the purpose and aims of learning needs analysis with relevant people
	2.2	Select the organisational learning needs analysis methodology
	2.3	Apply the organisational learning needs analysis methodology
	2.4	Analyse the learning needs of the organisation
	2.5	Review methods of communicating findings from learning needs analysis to relevant people in organisations
3. Be able to agree organisational learning and development plans with relevant people	3.1	Present recommendations for learning and development to relevant people
	3.2	Review and revise priorities with relevant people

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

Unit 23: Inclusive practice

Unit number: L/503/5384
Credit: 15
GLH: 50
Level: 4

Unit Introduction

The aim of this unit is to develop learners' understanding of inclusive practice. It includes factors influencing learning, and legislation relating to inclusive practice. It also includes roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and evaluating own inclusive practice.

Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
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 inclusive practice.	5.1	Review the effectiveness of own inclusive practice.
	5.2	Identify own strengths and areas for improvement in relation to inclusive practice.

Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
	5.3	Plan opportunities to improve own skills in inclusive practice.

Unit 24: Internally assure the quality of assessment

Unit number: A/601/5321
Credit: 6
GLH: 45
Level: 4

Unit Introduction

The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.
'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Be able to plan the internal quality assurance of assessment	1.1	Plan monitoring activities according to the requirements of own role
	1.2	Make arrangements for internal monitoring activities to assure quality
2. Be able to internally evaluate the quality of assessment	2.1	Carry out internal monitoring activities to quality requirements
	2.2	Evaluate assessor expertise and competence in relation to the requirements of their role
	2.3	Evaluate the planning and preparation of assessment processes
	2.4	Determine whether assessment methods are safe, fair, valid and reliable
	2.5	Determine whether assessment decisions are made using the specified criteria
	2.6	Compare assessor decisions to ensure they are consistent
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

Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
	5.4	Maintain the currency of own expertise and competence in internally assuring the quality of assessment

Additional unit guidance

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.

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 25: Manage learning and development in groups

Unit number: A/502/9550
Credit: 6
GLH: 30
Level: 4

Unit Introduction

The aim of this unit is to assess a learning and development practitioner management of learning and development in groups. They are expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process.
'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the principles and practices of managing learning and development in groups		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

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
	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

Additional unit guidance
This unit assesses occupational competence. Evidence for the learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Unit 26: Preparing for the coaching role

Unit number: J/505/0188
Credit: 3
GLH: 15
Level: 4

Unit Introduction

The aim of this unit is to prepare the learner for the coaching role by analysing the role of the coach and the use of coaching in a specific context.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand own role and responsibilities in relation to coaching.	1.1	Analyse the skills and qualities required for a specific coaching role.
	1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role.
	1.3	Explain why it is important to establish ground rules for engagement and boundaries in a coaching relationship.
	1.4	Explain the importance of acting according to ethical and professional standards in a coaching relationship.
	1.5	Analyse ways of building a relationship with a client in a coaching role.
2. Understand the use of coaching in a specific context.	2.1	Analyse the benefits of coaching in a specific context.
	2.2	Analyse the impact of coaching on individual learning and development.
	2.3	Explain legal and organisational requirements in a specific context relating to: • data protection; • privacy; • confidentiality; and • safe-guarding and disclosure.
	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.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
	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.

Unit 27: Preparing for the mentoring role

Unit number: L/505/0189
Credit: 3
GLH: 15
Level: 4

Unit Introduction

The aim of this unit is to prepare the learner for the mentoring role by analysing the role of the mentor and the use of mentoring in a specific context.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand own role and responsibilities in relation to mentoring.	1.1	Analyse the skills and qualities required for a specific mentoring role.
	1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role.
	1.3	Explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship.
	1.4	Explain the importance of acting according to ethical and professional standards in a mentoring relationship.
	1.5	Analyse ways of building a relationship with a client in a mentoring role.
2. Understand the use of mentoring in a specific context.	2.1	Analyse the benefits of mentoring in a specific context.
	2.2	Analyse the impact of mentoring on individual learning and development.
	2.3	Explain legal and organisational requirements in a specific context relating to: • data protection; • privacy; • confidentiality; and • safe-guarding and disclosure.
	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 and outcomes.	3.1	Analyse ways of identifying and agreeing outcomes and goals with clients.

Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
	3.2	Explain the role of a mentoring agreement.
	3.3	Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals.
	3.4	Analyse client responsibility and autonomy for making changes.

Unit 28: Preparing for the personal tutoring role

Unit number: T/505/1093
Credit: 3
GLH: 15
Level: 4

Unit Introduction

The aim of this unit is to prepare the learner for the role of personal tutor by analysing the role of the personal tutor, factors affecting learners' attitudes to learning, the use of personal tutoring in a specific context and target setting.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand own role and responsibilities in relation to the personal tutoring role.	1.1	Analyse the skills and qualities required for a personal tutoring role.
	1.2	Explain how own values, behaviours, and attitudes can impact on the personal tutoring role.
	1.3	Explain the boundaries and limitations of a personal tutoring role.
	1.4	Explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role.
	1.5	Analyse the importance of communication in a personal tutoring role.
2. Understand factors affecting learners' approaches to learning.	2.1	Analyse how learners' socio-economic, cultural, and personal background, work history, and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning.
	2.2	Explain why it is important that learners take responsibility for their own learning.
	2.3	Explain why it is important that personal tutoring programmes support the development of learning and transferable skills.
	2.4	Analyse strategies to enable learners to engage with learning.
	2.5	Explain factors which identify learners at risk of disengaging from learning.
	3.1	Describe the range of support available for learners within a specific context

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
3. Understand the use of personal tutoring in a specific context.	3.2	Explain legal and organisational requirements relating to: • data protection; • copyright; • privacy; • confidentiality; and • safe-guarding and disclosure.
	3.3	Explain how to work with others in a specific context to support learners.
	3.4	Explain how to work with external stakeholders and partners to support learners.
4. Understand how to create personal learning targets.	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 29: Principles and practice of lipreading teaching

Unit number: L/504/0231
Credit: 12
GLH: 48
Level: 4

Unit Introduction

The aim of this unit is to provide learners with the specialist knowledge, understanding, and specialist techniques needed to become an effective teacher of lip-reading to adults.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the physiological processes and psychological functions of hearing.	1.1	Identify the physiological processes involved in hearing.
	1.2	Identify the psychological functions of hearing.
2. Understand the effects of acquired hearing loss.	2.1	Analyse factors that lead to acquired hearing loss.
	2.2	Analyse types of hearing loss and the psychological, social, and emotional effects of the impact of acquired hearing loss.
	2.3	Analyse the impact of acquired hearing loss on education and employment opportunities.
3. Understand ways in which amplification and lip-reading are optimised by those with hearing loss.	3.1	Evaluate hearing aids and implants available to support hearing loss.
	3.2	Analyse the roles of health professionals in identifying and supporting hearing loss.
	3.3	Analyse the optimum conditions for lip-reading and using a hearing aid.
4. Understand the phonology of spoken English and its application to lip-reading learning and teaching.	4.1	Explain aspects of the phonology of spoken English that have implications for teaching and learning lip-reading.
	4.2	Identify the shapes of spoken English to adults with acquired hearing loss.
	4.3	Explain strategies used to lip-read by adults with acquired hearing loss.
5. Be able to use specialist techniques and methodology for teaching lip-reading	5.1	Explain and demonstrate the use of voice and devoice techniques in supporting lip-reading development.
	5.2	Explain and demonstrate the use of specialist methods for teaching lip-reading to adults.
	5.3	Justify own selection and use of specialist resources to support the development of lip-reading skills by adults.
6. Understand assistive aids and services available to	6.1	Evaluate assistive equipment available to those with hearing loss.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
those with acquired hearing loss.	6.2	Evaluate services offered by agencies and organisations to those with acquired hearing loss.

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

Unit 30: Specialist delivery techniques and activities

Unit number: R/504/0229
Credit: 9
GLH: 30
Level: 4

Unit Introduction

This unit aims to enable the learner to explore the use of specialist delivery techniques in their own specialist vocational or subject area.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the role of specialist delivery techniques in a specific area.	1.1	Explain the purpose of specialist delivery techniques in meeting learner needs in a specific area.
	1.2	Identify learning needs that can be met through the use of specialist delivery techniques.
	1.3	Justify the use of specialist delivery techniques to meet the needs of learners in a specific area.
2. Be able to develop specialist delivery techniques and learning activities in own specific area.	2.1	Review issues that influence the development of specialist delivery techniques.
	2.2	Select specialist delivery techniques to meet the needs of learners.
	2.3	Plan the use of specific learning activities to support specialist delivery techniques.
	2.4	Select resources to support specialist delivery techniques and learning activities.
	2.5	Identify ways in which specialist delivery techniques can be adapted to meet the needs of individual learners.
3. Be able to use specialist delivery techniques and learning activities.	3.1	Use specialist delivery techniques and learning activities to meet the needs of learners.
	3.2	Use resources to support specialist delivery techniques and learning activities.
4. Be able to evaluate own practice in relation to specialist delivery techniques.	4.1	Review the effectiveness of own use of specialist delivery techniques to meet the needs of learners.
	4.2	Identify strengths and areas for improvement in own skills in the development and use of specialist delivery techniques.

Additional unit guidance
The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted

Unit 31: Teaching in a specialist area

Unit number: J/505/1096
Credit: 15
GLH: 50
Level: 4

Unit Introduction

The unit aims to develop learners' knowledge and skills in relation to teaching in a specialist area. The specialist area may be a vocational or subject area. It includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key qualifications and learning programmes qualifications available to learners. It also includes curriculum issues, inclusive teaching and learning, and evaluating and improving own practice in a specialist area.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the aims and philosophy of education and training in a specialist area.	1.1	Explain key aims of education and training in own specialist area.
	1.2	Analyse philosophical issues relating to education and training in own specialist area.
2. Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area.	2.1	Describe the aims and structure of key qualifications in own specialist area.
	2.2	Describe the aims and structure of learning programmes in own specialist area.
	2.3	Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met.
3. Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area.	3.1	Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area.
	3.2	Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies.
4. Understand how to use resources for inclusive teaching and learning in a specialist area.	4.1	Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area.
	4.2	Analyse the inclusiveness of own use of teaching and learning resources in a specialist area.
5. Be able to work with others within a specialist area to 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.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
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.

Unit 32: Understanding and managing behaviours in a learning environment

Unit number: Y/505/1099
Credit: 6
GLH: 20
Level: 4

Unit Introduction

The unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand potential factors leading to behaviours that disrupt a learning environment.	1.1	Describe behaviours that can occur in a learning environment.
	1.2	Explain potential factors leading to behaviours that can disrupt a learning environment.
2. Understand organisational policies relating to managing behaviours in a learning environment.	2.1	Explain key aspects of legislation relating to managing behaviours in a learning environment.
	2.2	Explain key aspects of an organisation's policies relating to managing behaviours in a learning environment.
3. Be able to promote behaviours that contribute to a purposeful learning environment.	3.1	Analyse ways of encouraging behaviours that contribute to a purposeful learning environment.
	3.2	Use strategies for encouraging behaviours that contribute to a purposeful learning environment.
4. Be able to manage behaviours that disrupt a purposeful learning environment.	4.1	Analyse ways of managing behaviours that disrupt a purposeful learning environment.
	4.2	Use strategies for managing behaviours that disrupt a purposeful learning environment.
5. Be able to evaluate own practice in managing 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.

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

Unit 33: Understanding and managing behaviours in a learning environment

Unit number: L/505/1102
Credit: 6
GLH: 20
Level: 5

Unit Introduction

The unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the characteristics and impact of behaviours in a learning environment.	1.1	Analyse behaviours that can occur in a learning environment.
	1.2	Analyse potential factors contributing to behaviours in a learning environment.
	1.3	Analyse the impact of behaviours on a learning environment.
2. Understand legislation and organisational policies relating to managing behaviours in a learning environment.	2.1	Analyse legislation relating to managing behaviours in a learning environment.
	2.2	Analyse organisational policies relating to managing behaviours in a learning environment.
3. Be able to apply theories of behaviour management to create and maintain a purposeful learning environment.	3.1	Analyse theories of behaviour management.
	3.2	Establish a purposeful learning environment.
	3.3	Explain how own practice in creating and maintaining a purposeful learning environment has taken account of theories of behaviour management.
4. Be able to evaluate own practice in managing behaviours in a learning environment.	4.1	Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment.
	4.2	Identify own strengths and areas for improvement in relation to managing behaviours in a learning environment.

Additional unit guidance
The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.

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

Unit 34: Understanding the principles and practices of externally assuring the quality of assessment

Unit number: F/601/5322
Credit: 6
GLH: 45
Level: 4

Unit Introduction

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

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the context and principles of external quality assurance	1.1	Analyse the functions of external quality assurance of assessment in learning and development
	1.2	Evaluate the key concepts and principles of external quality assurance of assessment
	1.3	Evaluate the roles of practitioners involved in the quality assurance process
	1.4	Explain the regulations and requirements for external and internal quality assurance in own area of practice
2. Understand how to plan the external quality assurance of assessment	2.1	Evaluate the importance of planning and preparing external quality assurance activities
	2.2	Explain what an external quality assurance plan should contain
	2.3	Summarise the preparations that need to be made for external quality assurance activities, including: • information collection; • communications; • administrative arrangements; and • resources
	2.4	Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards
3. Understand how to externally evaluate the quality of assessment and internal quality assurance	3.1	Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices
	3.2	Interpret the requirements for externally monitoring and 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	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

Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
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

Unit 35: Understanding the principles and practices of internally assuring the quality of assessment

Unit number: T/601/5320
Credit: 6
GLH: 45
Level: 4

Unit Introduction

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

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand the context and principles of internal quality assurance	1.1	Explain the functions of internal quality assurance in learning and development
	1.2	Explain the key concepts and principles of the internal quality assurance of assessment
	1.3	Explain the roles of practitioners involved in the internal and external quality assurance process
	1.4	Explain the regulations and requirements for internal quality assurance in own area of practice
2. Understand how to plan the internal quality assurance of assessment	2.1	Evaluate the importance of planning and preparing internal quality assurance activities
	2.2	Explain what an internal quality assurance plan should contain
	2.3	Summarise the preparations that need to be made for internal quality assurance, including: • information collection • communications • administrative arrangements • resources
3. Understand techniques and criteria for monitoring the quality of assessment internally	3.1	Evaluate different techniques for sampling evidence of assessment, including use of technology
	3.2	Explain the appropriate criteria to use for judging the quality of the assessment process
4. Understand how to internally maintain and improve the quality of assessment	4.1	Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment
	4.2	Explain standardisation requirements in relation to assessment
	4.3	Explain relevant procedures regarding disputes about the quality of assessment
5. Understand how to manage information relevant to the internal quality assurance of assessment	5.1	Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment

Learning Outcomes	Assessment Criteria	
The learner will	*The learner can*	
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

Unit 36: Working with the 14-19 age range in the learning environment

Unit number: D/505/1105
Credit: 9
GLH: 30
Level: 4

Unit Introduction

This unit aims to develop an understanding of national educational policy, initiatives and provision for the 14-19 age range and the teaching skills required to work with this age group.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
1. Understand national developments in educational provision for 14-19 age range.	1.1	Explain national policies and initiatives for the education of 14-19 age range.
	1.2	Analyse the relationship between schools and other providers of learning for 14-19 age range.
2. Understand the roles and responsibilities of the teacher working with 14-19 age range.	2.1	Describe the legal framework and key legislation relating to working with 14-19 age range.
	2.2	Analyse own role and responsibilities in relation to working with 14-19 year olds.
	2.3	Evaluate the impact on own practice of legislation relating to working with 14-19 age range.
3. Be able to plan learning to meet the needs of individual 14-19 learners.	3.1	Analyse teaching, learning and assessment approaches appropriate for use with 14-19 learners.
	3.2	Plan learning sessions for 14-19 learners, taking account of: • own analysis of teaching, learning and assessment approaches for use with 14-19 learners ; • curriculum requirements; and • individual needs of 14-19 learners.
4. Be able to deliver learning to meet the needs of individual 14-19 learners.	4.1	Use teaching and learning approaches that take account of: • own analysis of teaching and learning approaches for use with 14-19 learners; • curriculum requirements; and • individual needs of 14-19 year learners.
	4.2	Use assessment methods that take account of: • own analysis of assessment approaches for use with 14-19 learners; • curriculum requirements; and • individual needs of 14-19 year learners.

Learning Outcomes	Assessment Criteria	
The learner will	***The learner can***	
5. Be able to evaluate own practice in working with the 14-19 age range.	5.1	Evaluate own practice in working with 14-19 learners.
	5.2	Identify areas for improvement in own practice in working with 14-19 learners.

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

Unit 37: Analysing English language for literacy and language teaching

Unit number: J/503/4850
Credit: 3
GLH: 15
Level: 3

Unit Introduction

The unit aims to provide learners with the knowledge and skills relating to element 1.4 'Explicit awareness about language' in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will explore the relationship between forms of language and meaning and the structural features of language

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

Unit 38: Reading skills for literacy and language teaching

Unit number: R/503/4852
Credit: 3
GLH: 15
Level: 3

Unit Introduction

The unit aims to provide learners with the knowledge and skills relating to element 1.3 ('Read and respond to written text') in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will read and respond to written texts.

Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to read written texts	1.1	Select written texts for specific purposes
	1.2	Use reading skills for specific purposes
	1.3	Evaluate linguistic devices in texts
2. Be able to respond to written texts	2.1	Utilise results of own reading for specific purpose
	2.2	Produce coherent records of own interpretations of texts

Unit 39: Speaking and listening skills for literacy and language teaching

Unit number: D/503/4854
Credit: 3
GLH: 15
Level: 3

Unit Introduction

The unit aims to provide learners with the knowledge and skills relating to element 1.1 'Present, listen and respond to information') in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will present, listen and respond to information.

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

Unit 40: Writing skills for literacy and language teaching

Unit number: K/503/4856
Credit: 3
GLH: 15
Level: 3

Unit Introduction

The unit aims to provide learners with the knowledge and skills relating to element 1.2 ('Compose written texts') in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will prepare and produce written texts.

Learning Outcomes	**Assessment Criteria**	
The learner will	***The learner can***	
1. Be able to prepare written texts	1.1	Plan written texts according to the intended audience, purpose and situation
	1.2	Draft written texts using techniques at: · • text level • sentence level • word level
2. Be able to produce written texts	2.1	Write fluently, coherently and cohesively
	2.2	Write accurately and legibly using conventions of lexis and syntax including grammar, spelling and punctuation according to purpose
	2.3	Edit and proof read written texts at text level, sentence level and word level

Unit 41: Using mathematics: academic subjects

Unit number: T/503/4861
Credit: 6
GLH: 30
Level: 3

Unit Introduction

The unit aims to provide learners with the opportunity to develop towards mastery of the knowledge and skills relating to the LLUK Criteria for entry to Mathematics (numeracy) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in academic subjects.

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

Unit 42: Using mathematics: personal and public life

Unit number: A/503/4859
Credit: 6
GLH: 30
Level: 3

Unit Introduction

The unit aims to provide learners with the opportunity to develop towards mastery of the knowledge and skills relating to the LLUK Criteria for entry to Mathematics (numeracy) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in professional and vocational contexts.

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

Unit 43: Using mathematics: professional and vocational contexts

Unit number: F/503/4863
Credit: 6
GLH: 30
Level: 3

Unit Introduction

The unit aims to provide learners with the opportunity to develop towards mastery of the knowledge and skills relating to the LLUK Criteria for entry to Mathematics (numeracy) teacher training in the lifelong learning sector (LLUK 2007 amended Feb 2010). Learners will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in personal and public life.

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

Appendix 3: Assessed Observation Guidance

This section provides assessors and learners with assessed observation guidance. Assessed observations of practice are a vital component of the Level 4 Certificate in Education and Training qualification. The following units will include an assessed observation:

- Assessing learners in education and training;
- Delivering education and training; and
- Using resources for education and training.

The assessed observations of practice requirements are a minimum of three observations, totalling a minimum of three hours. Any single observation must be a minimum of half an hour.
HABC recommends that a holistic approach should be taken to observed and assessed practice, so that each observation and assessment of practice enables trainee teachers to provide evidence for all of the three units identified above.

The Initial Teacher Education inspection (ITE) handbook (Ofsted, 2012) states that, for outcomes for trainee teachers to be judged as at a good level (grade 2), much of their teaching should be good, with examples of outstanding teaching. HABC therefore recommends that all trainee teachers should be required to achieve a good standard of teaching by the end of their programme.
With this in mind, at least one hour of observed and assessed practice in observations linked to the units above should demonstrate grade 2 characteristics (these characteristics are outlined within the 'grading criteria' section below). Additional guidance for those observing practice can be accessed here: Ofsted report Teaching, Learning and Assessment: what works and why September 2014.

Any assessed observations of practice demonstrating the characteristics of inadequate practice (grade 4) should not be included in the total 3 hours of assessed observations of practice. However, providers should record these observations and provide detailed developmental feedback to trainee teachers.

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

There are additional practice requirements for some optional units within the HABC Level 4 Certificate in Education and Training (QCF). These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units and are summarised in the qualification specification above for each unit.

Grading Criteria

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

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

Grading characteristics

Outstanding (grade 1)

- Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning sessions that may take place in a variety of locations, such as the classroom, workplace or wider community.
- All staff are highly adept at working with and developing skills and knowledge in learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.
- Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.
- Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work.
- Appropriate and regular coursework contributes very well to learners' progress. High quality learning materials and resources including information and communication technology (ICT) are available and are used by staff and learners during and between learning and assessment sessions.
- Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest.

- The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.
- Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning and progression

Good (grade 2)

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

Requires improvement (grade 3)

- Teaching, learning and assessment require improvement and are not yet good. They result in most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.
- There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners. Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most learners to work hard and achieve satisfactorily, and encourage them to make progress.
- Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some

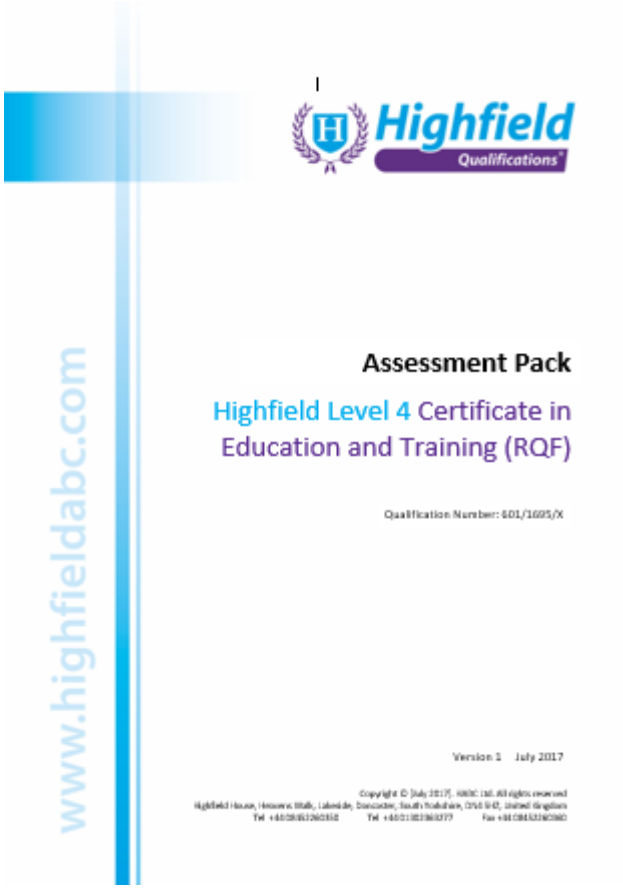
unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.

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

Inadequate (grade 4)

- Teaching, learning and assessment are likely to be inadequate where any of the following apply.
- As a result of weak teaching, learning and assessment over time, learners or groups of learners are making inadequate progress and have been unsuccessful in attaining their learning goals.
- Staff do not have sufficiently high expectations and, over time, teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.
- Staff lack expertise and the ability to promote learning.
- Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress.
- Teaching of English, mathematics and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, mathematics and language needs.
- Staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions.

Appendix 4: Sample Assessment



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Assessment Pack

Highfield Level 4 Certificate in Education and Training (RQF)

Qualification Number: 601/1695/X

Version 1 July 2017

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We *listen* and *respond*

Evidence Tracking Sheets

Learner Name	
Centre Name	

Group A Mandatory Unit 1: Understanding roles, responsibilities and relationships in education and training (H/505/0053)

Knowledge Assessment Criteria

Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
1. Understand the teaching role and responsibilities in education and training.	1.1 Explain the teaching role and responsibilities in education and training.			
	1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities.			
	1.3 Explain ways to promote equality and value diversity.			
	1.4 Explain why it is important to identify and meet individual learner needs.			

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Learner Pack

Highfield Level 4 Certificate in Education and Training (RQF)

Qualification Number: 601/1695/X

Version 1 July 2017

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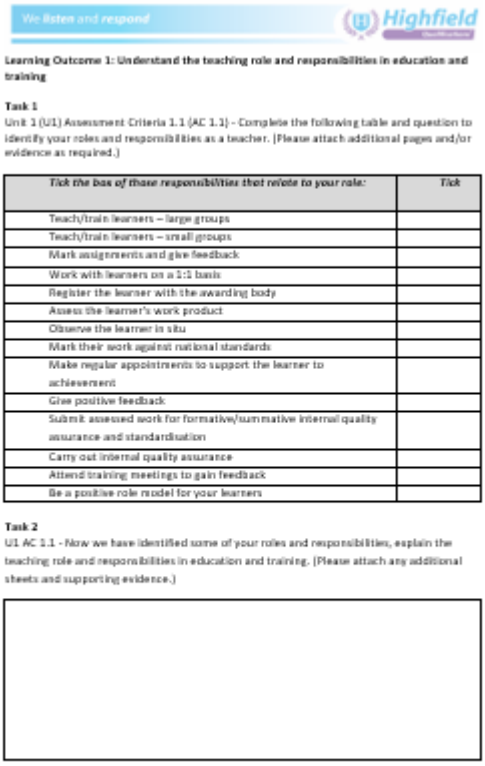

Learning Outcome 1: Understand the teaching role and responsibilities in education and training

Task 1

Unit 1 (U1) Assessment Criteria 1.1 (AC 1.1) - Complete the following table and question to identify your roles and responsibilities as a teacher. (Please attach additional pages and/or evidence as required.)

Tick the box of those responsibilities that relate to your role:	*Tick*
Teach/train learners – large groups	
Teach/train learners – small groups	
Mark assignments and give feedback	
Work with learners on a 1:1 basis	
Register the learner with the awarding body	
Assess the learner's work product	
Observe the learner in situ	
Mark their work against national standards	
Make regular appointments to support the learner to achievement	
Give positive feedback	
Submit assessed work for formative/summative internal quality assurance and standardisation	
Carry out internal quality assurance	
Attend training meetings to gain feedback	
Be a positive role model for your learners	

Task 2

U1 AC 1.1 - Now we have identified some of your roles and responsibilities, explain the teaching role and responsibilities in education and training. (Please attach any additional sheets and supporting evidence.)