

SPECIFICATION

IAO LEVEL 4 CERTIFICATE IN EDUCATION AND TRAINING

Qualification number: 601/4416/6

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing, and we currently have qualifications in the following sectors:

Active Leisure
Business and Management
Childcare
Employability
Retail

Health and Social Care
Hospitality and Catering
IT
Logistics
Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”

Qualification summary

Qualification Accreditation Number (QAN) 601/4416/6

Qualification review date 30th June, 2025

Guided Learning Hours (GLH) Minimum 140 hours

Total Qualification Time (TQT) 360 hours

RQF level 4

Qualification credit value 36 credits

Minimum credits at/above level 21 credits

Assessment requirements Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Aims and objectives of the qualification

The Level 4 Certificate in Education and Training develops practical teaching skills and, through the optional units, prepares teachers to work in a wide range of contexts.

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

- Individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification
- Individuals who are currently teaching and training who can meet the practice requirements, including the observed and assessed practice requirements of the qualification

- Individuals currently working as assessors who wish to achieve a teaching qualification

The objective of this qualification is to confirm occupational competence in a teaching role within the workplace.

Entry guidance

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

There are no other nationally agreed entry requirements.

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

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

Progression opportunities

Learners who complete this qualification may go on to further study in related areas such as:

- Level 5 Diploma in Education and Training
- Assessor and Verifier qualifications

Learners could also progress into a variety of teaching roles

Funding

For details on eligibility for government funding please refer to the following website:

<http://www.education.gov.uk/section96/>
<https://www.gov.uk/government/organisations/skills-funding-agency>

Occupational competence requirements

Tutors, Assessors and Quality Assurance Staff

Required Criteria

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught / assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/ contextspecific or relevant to tutoring assessing or quality assurance)

Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning
- Sector (DTTLS) Relevant predecessor NQF tutor qualifications

Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 (previously D32, D33) or
- Relevant predecessor NQF assessor qualifications

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

Internal Quality Assurers

Internal quality assurers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 (previously D34)
- Relevant predecessor NQF internal quality assurance qualifications

Internal verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

External Quality Assurers

External quality assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 (previously D35)

External verifiers holding historical qualifications such as unit V2 – Conduct external quality assurance of the assessment process and/or unit D35, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 12 Externally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

Assessment strategy

Practice requirements

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

There is a requirement for a minimum of 30 hours of practice for this qualification.

There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken 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.

An effective teaching practice experience should ideally include:

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

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

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

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

Observed and assessed practice requirements

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

Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. Guidance is available to providers to enable them to make a judgement about whether a trainee teacher has met the required standard of practice in all observations. Please refer to the new Common Inspection Framework and to the Ofsted report: Teaching, Learning and Assessment: What works and why September 2014.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379156/Teaching_2C_learning_and_assessment_in_further_education_and_skills_E2_80_93_what_works_and_why.pdf

To be eligible for the award of credit for any one of the above three units, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that meets the required standard of practice. To be eligible for the award of credit for all three units, a trainee teacher must be able to provide evidence of a minimum of three assessed observations of practice that meet the required standard of practice. Further information about the required standard of practice is detailed below.

Observation of practice – required standard of practice

Observations of trainee teachers/trainers must be graded in accordance with the Ofsted guidelines. Assessed observations of practice should be appropriately spaced throughout the whole programme and take into account a trainee teacher/trainer's progress. Trainee teachers/trainers will therefore be observed at different stages in their development during the programme. It is recognised that in the early stages of their development, some trainee teachers/trainers may not yet demonstrate the characteristics of good practice (grade 2). As indicated in section 3.1, The Initial Teacher Education inspection (ITE) handbook (Ofsted, 2012) states that, for outcomes for trainee teachers/trainers to be judged as at a good level (grade 2), much of their teaching should be good, with examples of outstanding teaching. It is recommended that all trainee teachers/trainers should be required to achieve a good standard of teaching by the end of their programme.

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

Any assessed observations of practice demonstrating the characteristics of inadequate practice (grade 4) identified in section 3.1 of the Ofsted guidelines should not be included in the total number of assessed observations of practice required for any individual qualification. However, providers should record these observations and provide detailed developmental feedback to trainee teachers/trainers.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in section 3.1 of the Ofsted guidelines 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.

For the Level 4 Certificate in Education and Training, at least one hour of observed and assessed practice in observations linked to the mandatory units should demonstrate grade 2 characteristics.

For further details of the LSIS research and documented recommendations, please access the following LSIS link

<https://management-ui.excellencegateway.org.uk/sites/default/files/Minimum-core.pdf>

As it is now a requirement for observations of assessed practice to be graded in line with the Ofsted framework, centres are advised to ensure that observation reports evidence specifically how candidates have met the assessment criteria. In order to support both observers and candidates a comprehensive observation report form should be used, which is linked to the Ofsted grading criteria and assessment criteria of the qualification.

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

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

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

- language and literacy
- numeracy
- information and communication technology (ICT)

Each of these sections comprises two parts:

- Part A: Knowledge and understanding
- Part B: Personal skills

Common to all the qualifications is the requirement for further education teachers to have a knowledge and skills base in English literacy, English language, numeracy and ICT. The knowledge, understanding and personal skills requirements for these subjects are included in the teaching qualifications and documented in the Minimum Core Guidance (LLUK, 2007; updated LSIS, 2013; updated Education and Training Foundation, 2016).

Providers should also be mindful of the new Common Inspection Framework which includes, in the section on Quality of teaching, learning and assessment, inspection of evidence from all training providers that 'English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning'. Opportunities to develop the skills appropriate for the professional role of further education teacher should be made available to all trainee teachers throughout a teacher education programme. It is expected that trainee teachers who do not already hold Level 2 qualifications in maths and English should achieve these prior to the end of their initial teacher training qualification.

There are self-assessment tools for maths and English on Foundation on-line:
<https://www.foundationonline.org.uk/course/index.php?categoryid=13>

To best meet the minimum core requirements, and plan for the development of trainee teachers' skills during the qualification programme, all trainee teachers joining the programme should undertake an initial assessment of skills in English, mathematics and ICT. This will form the basis of a personal development plan, owned and agreed by the individual trainee teacher. The ITE provider is expected to monitor the progress of this PDP.

If trainees join the qualification programme having already completed a Level 3 Award in Education and Training or a Level 4 Certificate in Education and Training, their record of development needs plus any previous actions taken to address them should inform opportunities to continue to develop their skills as required by the appropriate minimum core elements.

Transfer of practice

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

Requirements of assessors and internal verifiers

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess this qualification. Those who are delivering, assessing or quality assuring specialist optional units must also be suitably qualified in those areas, e.g. English, Mathematics, ESOL.

All those delivering units and/or observing and assessing practice for this qualification should have all of the following:

- A teaching or training qualification (this does not include qualifications that only provide an introduction to teaching, for example, the Level 3 Award in Education and Training or the Level 3 Level 4 PTLLS awards)
- Evidence of relevant teaching experience in an education or training context
- Access to appropriate guidance and support
- On going participation in related programme quality assurance processes

There are additional requirements for those who assess and internally quality assure the learning and development units.

All those who assess the learning and development units must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of 2 Assessors)
- 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
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess candidate performance using a range of methods
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
 - show current evidence of continuing professional development in assessment and quality assurance

Requirements for internal quality assurance

All those who are involved with the quality assurance of these qualifications internally must:

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

Simulation

Simulation is not permitted in the following units:

- M/505/0122 Delivering education and training
- F/505/0125 Assessing learners in education and training
- L/505/0127 Using resources for education and training
- M/505/3912 Managing behaviours in a learning environment
- H/601/5314 Assess occupational competence in the work environment
- A/502/6547 Develop and prepare resources for learning and development
- M/502/9545 Develop learning and development programmes
- F/502/9555 Engage learners in the learning and development process
- Y/502/9555 Engage with employers to develop and support learning provision
- D/502/9556 Engage with employers to facilitate workforce development
- Y/505/1099 Understanding and managing behaviours in a learning environment
- D/505/1105 Working with the 14-19 age range in education and training
- K/502/9544 Identify individual learning and development needs
- H/502/9543 Identify the learning needs of organisations
- A/601/5321 Internally assure the quality of assessment
- A/502/9550 Manage learning and development in groups

- F/505/0187 Assessment and support for the recognition of prior learning through the accreditation of learning outcomes
- M/505/1089 Delivering employability skills
- L/504/0231 Principles and practice of lip-reading teaching
- R/504/0229 Specialist delivery techniques and activities

The practice, including observed and assessed practice, requirements for all units are summarised in the table below.

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

Assessing learners in education and training Level 4	Yes	Yes	The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice. To be eligible for the award of credit for any one of the three units where practice is required, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.
Using resources for education and training Level 4	Yes	Yes	The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice. To be eligible for the award of credit for any one of the three units where practice is required, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.

Qualification structure

Learners must achieve a minimum of 36 credits. 21 credits must be achieved from Group A and 15 credits from Group B.

A minimum of 21 credits must be at Level 4 or above.

The total Guided Learning Hours (GLH) for this qualification is 140 hours. The Total Qualification Time for this qualification is 360 hours.

Unit Structures

All units are listed below

Mandatory unit

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

Optional Group B

Unit ref	Unit title	Level	Credit value	GLH
H/601/5314	Assess occupational competence in the work environment	3	6	30
F/601/5319	Assess vocational skills, knowledge and understanding	3	6	30
A/502/9547	Develop and prepare resources for learning and development	4	6	25
M/502/9545	Develop learning and development programmes	4	6	30
F/502/9551	Engage learners in the learning and development process	3	6	30
Y/502/9555	Engage with employers to develop and support learning provision	3	6	25
D/502/9556	Engage with employers to facilitate workforce development	4	6	30
K/502/9544	Identify individual learning and development needs	3	3	24
H/502/9543	Identify the learning needs of organisations	4	6	30

A/601/5321	Internally assure the quality of assessment	4	6	45
A/502/9550	Manage learning and development in groups	4	6	30
F/601/5322	Understanding the principles and practices of externally assuring the quality of assessment	4	6	45
T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45
J/503/4850	Analysing English language for literacy and language teaching	3	3	15
R/503/4852	Reading skills for literacy and language teaching	3	3	15
D/503/4854	Speaking and listening skills for literacy and language teaching	3	3	15
K/503/4856	Writing skills for literacy and language teaching	3	3	15
A/503/4859	Using mathematics: personal and public life	3	6	30
F/503/4863	Using mathematics: professional and vocational contexts	3	6	30
T/503/4861	Using mathematics: academic subjects	3	6	30
M/503/5376	Action learning to support development of subject specific pedagogy	5	15	50
T/503/5380	Action research	5	15	50
F/505/0187	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	3	6	30
M/505/1089	Delivering employability skills	4	6	20
H/505/1090	Developing, using and organising resources in a specialist area	5	15	50
Y/503/5310	Effective partnership working in the learning and teaching context	4	15	50

Y/503/5789	Equality and diversity	4	6	25
K/505/1091	Evaluating learning programmes	4	3	15
L/503/5384	Inclusive practice	4	15	50
J/505/0188	Preparing for the coaching role	4	3	15
L/505/0189	Preparing for the mentoring role	4	3	15
T/505/1093	Preparing for the personal tutoring role	4	3	15
L/504/0231	Principles and practice of lip reading teaching	4	12	48
R/504/0229	Specialist delivery techniques and activities	4	9	30
J/505/1096	Teaching in a specialist area	4	15	50
Y/505/1099	Understanding and managing behaviours in a learning environment	4	6	20
D/505/1105	Working with the 14-19 age range in education and training	4	9	30
M/505/3912	Managing behaviours in a learning environment	5	6	20

Title:	H/505/0053 Understanding roles, responsibilities and relationships in education and training
Level:	3
Credit value:	3
GLH:	12
Learning outcomes The learner will:	Assessment criteria 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
Additional information about this unit	
N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Details of the relationship of the unit and relevant national occupational standards	N/A
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Title:	A/505/1189 Planning to meet the needs of learners in education and training
Level:	4
Credit value:	3
GLH:	15
Learning outcomes The learner will:	Assessment criteria 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 which meet the aims and individual needs of all learners and curriculum requirements 2.3 Explain how own planning meets the individual needs of learners 2.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners 2.5 Identify opportunities for learners to provide feedback to inform inclusive practice
3. Be able to implement the minimum core in planning inclusive teaching and learning	3.1 Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning 3.2 Apply minimum core elements in planning inclusive teaching and learning
4. Be able to evaluate own practice when planning inclusive teaching and learning	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
Additional information about this unit	
N/A	
Unit aim(s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	NA
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/505/0122 Delivering education and training
Level:	4
Credit value:	6
GLH:	24
Learning outcomes The learner will:	Assessment criteria 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

<p>5. Be able to evaluate own practice in delivering inclusive teaching and learning</p>	<p>5.1 Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others</p> <p>5.2 Identify areas for improvement in own practice in meeting the individual needs of learners</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>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.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	F/505/0125 Assessing learners in education and training
Level:	4
Credit value:	6
GLH:	24
Learning outcomes The learner will:	Assessment criteria 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 information about this unit	
N/A	
Unit aim(s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standards of practice.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/505/0127 Using resources for education and training
Level:	4
Credit value:	3
GLH:	15
Learning outcomes The learner will:	Assessment criteria 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 individual needs of learners
2. Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning	2.1 Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning 2.2 Apply minimum core elements when using resources for inclusive teaching and learning
3. Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	3.1 Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others 3.2 Identify areas for improvement in own use of resources to meet the individual needs of learners
Additional information about this unit	
N/A	

Unit aim(s)	<p>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.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>N/A</p>

Title:	H/601/5314 Assess occupational competence in the work environment
Level:	3
Credit value:	6
GLH:	30
Learning outcomes The learner will:	Assessment criteria 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: <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning 1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner 1.3 Plan the assessment of occupational competence to address learner needs and current achievements 1.4 Identify opportunities for holistic assessment
2 Be able to make assessment decisions about occupational competence	2.1 Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> • observation of performance • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning 2.2 Make assessment decisions of occupational competence against specified criteria 2.3 Follow standardisation procedures

	2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
3 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 information about this unit	
N/A	
Unit aim(s)	The aim of this unit is to assess a candidate's performance in carrying out assessments of occupational competence in a work environment
Assessment requirements specified by a sector or regulatory body (if appropriate)	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none">• discussing with the learner• use of others (witness testimony)• looking at learner statements• recognising prior learning
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/601/5319 Assess vocational skills, knowledge and understanding
Level:	3
Credit value:	6
GLH:	30
Learning outcomes The learner will:	Assessment criteria 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: <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning 1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding 1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners
2. Be able to carry out assessments of vocational skills, knowledge and understanding	2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements 2.2 Provide support to learners within agreed limitations 2.3 Analyse evidence of learner achievement 2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria 2.5 Follow standardisation procedures 2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression

<p>3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding</p>	<p>3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues as required</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>
<p>4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding</p>	<p>4.1. Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare</p> <p>4.2. Apply requirements for equality and diversity and, where appropriate, bilingualism</p> <p>4.3. Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding</p> <p>4.4. Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>The aim of this unit is to assess a candidate's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>Evidence for all learning outcomes must come from performance in the work environment.</p> <p>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:</p> <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning

	Other forms of evidence will be acceptable for the remaining assessment methods.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/502/9547 Develop and prepare resources for learning and development
Level:	4
Credit value:	6
GLH:	25
Learning outcomes The learner will:	Assessment criteria 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 information about this unit	
N/A	

Unit aim(s)	<p>The aim of this unit is to assess a candidate's competence in developing and preparing resources to support learning and development. Development covers preparing, producing and adapting; resources also refers to preparation of the learning environment, e.g. equipment, learning environment, as well as learning materials.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>N/A</p>

Title:	M/502/9545 Develop learning and development programmes
Level:	4
Credit value:	6
GLH:	30
Learning outcomes The learner will:	Assessment criteria 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: <ul style="list-style-type: none"> • development • delivery • assessment and accreditation 1.3 Explain the importance of learner involvement when developing learning and development programmes 1.4 Evaluate the risks that need to be managed when developing learning and development programmes 1.5 Compare methodologies to monitor and evaluate learning and development programmes
2. Be able to develop learning and development programmes	2.1 Identify the learning outcomes required for learning and development programmes 2.2 Develop a plan for a learning and development programme 2.3 Plan the assessment approaches to meet the learning outcomes of learning and development programmes 2.4 Produce resources for learning and development programmes
3. Be able to review learning and development programmes	3.1 Evaluate the learning outcomes of a learning and development programme 3.2 Evaluate the delivery and assessment of a learning and development programme 3.3 Identify areas for improvement for learning and development programmes

Additional information about this unit	
N/A	
Unit aim(s)	The aim of this unit is to assess a candidate's competence in developing learning and development programmes. It does not include the detailed preparation or implementation of the programme.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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 these learning outcomes.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/502/9551 Engage learners in the learning and development process
Level:	3
Credit value:	6
GLH:	30
Learning outcomes The learner will:	Assessment criteria 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

<p>4. Be able to assist the learner in reviewing their own progress</p>	<p>4.1 Establish opportunities to review progress with learners</p> <p>4.2 Provide learners with constructive feedback on their learning and development</p> <p>4.3 Enable learners to give feedback on their learning experience</p> <p>4.4 Analyse progress and achievement with learners</p> <p>4.5 Assist learners to in adapting learning and development plans to reflect future learning needs</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>The aim of this unit is to assess a practitioner's competence in assisting learners to become engaged and involved in their own learning and development process. It includes knowledge and understanding of the role of mentoring, but does not include the development of specific mentoring skills. Although it implies assistance and support for the learner, the unit is not about learning support. This also includes working with the learner to review their progress. 'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these outcomes.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	Y/502/9555 Engage with employers to develop and support learning provision
Level:	3
Credit value:	6
GLH:	25
Learning outcomes The learner will:	Assessment criteria 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 information about this unit N/A	
Unit aim(s)	The aim of this unit is to assess the candidate's competence in working with employers to provide learning and development opportunities for learners, for example, work experience, work shadowing, apprenticeships etc.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses understanding and occupational competence. Evidence for learning outcomes 3-4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/502/9556 Engage with employers to facilitate workforce development
Level:	4
Credit value:	6
GLH:	30
Learning outcomes The learner will:	Assessment criteria 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

	<p>4.3 Explain how to select, support and monitor staff delivering learning and development solutions</p> <p>4.4 Evaluate the impact of workforce development opportunities on:</p> <ul style="list-style-type: none"> • employees • businesses
5. Be able to engage with employers on workforce development issues	<p>5.1 Research information about the business needs of employers in relation to productivity and performance</p> <p>5.2 Report to employers employee development needs in a professional manner</p>
6. Be able to work with employers to facilitate workforce development solutions	<p>6.1 Prepare information and advice for the employer on solutions relevant to their business</p> <p>6.2 Review employer workforce development needs using methods relevant to the nature of the business and its employees</p> <p>6.3 Propose solutions that recognise the needs of the workforce</p> <p>6.4 Implement processes to develop and support the workforce within a business partnership with the employer</p> <p>6.5 Provide ongoing evaluation of workforce development for the purposes of quality improvement</p> <p>6.6 Work with the employer to measure the impact of workforce development on their business</p>
Additional information about this unit	
N/A	
Unit aim(s)	The aim of this unit is to assess the candidate's competence in designing and delivering learning and development solutions to businesses
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/502/9544 Identify individual learning and development needs
Level:	3
Credit value:	3
GLH:	24
Learning outcomes The learner will:	Assessment criteria 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: <ul style="list-style-type: none"> • learner priorities • learning preferences • learning styles
Additional information about this unit	
N/A	
Unit aim(s)	The aim of this unit is to assess a candidate's understanding of and competence in carrying out a learning or training needs analysis for an individual

Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/502/9543 Identify the learning needs of organisations
Level:	4
Credit value:	6
GLH:	30
Learning outcomes The learner will:	Assessment criteria 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 information about this unit	
N/A	

Unit aim(s)	The aim of this unit is to assess the candidate's competence in carrying out a learning or training needs analysis for an organisation. Organisation can mean any group or team learning together as well as a whole organisation.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/601/5321 Internally assure the quality of assessment
Level:	4
Credit value:	6
GLH:	45
Learning outcomes The learner will:	Assessment criteria 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	5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare

monitoring and maintaining the quality of assessment	5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance 5.3 Critically reflect on own practice in internally assuring the quality of assessment 5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment
Additional information about this unit N/A	
Unit aim(s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	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: <ul style="list-style-type: none"> • 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.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/502/9550 Manage learning and development in groups
Level:	4
Credit value:	6
GLH:	30
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles and practices of managing learning and development in groups	1.1 Analyse the characteristics of group environments that foster learning and development 1.2 Evaluate strategies to manage group behaviour and dynamics 1.3 Evaluate management techniques which facilitate the delivery of learning and development in groups 1.4 Analyse ways to involve learners in the management of their own learning and development in groups 1.5 Analyse risks to be considered when managing learning and development in groups 1.6 Explain how to manage barriers to individual learning in groups
2. Be able to manage group learning and development environments	2.1 Facilitate communication, collaboration and learning between group members 2.2 Use motivational methods to engage the group and its individual members in the learning and development process 2.3 Consult with group members to adapt their learning and development environments to improve their learning outcomes 2.4 Manage the risks associated with group learning and development

<p>3. Be able to apply methodologies to manage learning and development in groups</p>	<p>3.1 Involve learners in agreeing group learning and development objectives 3.2 Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group 3.3 Manage group learning strategies and delivery methods to reflect changing requirements 3.4 Provide individual advice to learners to assist their decision-making about future learning needs</p>
<p>4. Be able to manage learning and development in groups to comply with legal and organisational requirements</p>	<p>4.1 Support learner's rights in relation to equality, diversity and inclusion 4.2 Minimise risks to safety, health, wellbeing and security of learners 4.3 Manage confidentiality in relations to learners and the organisation 4.4 Maintain learning and development records in accordance with organisational procedures</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>The aim of this unit is to assess a learning and development practitioner's management of learning and development in groups. They are expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit assesses occupational competence. Evidence for the learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	F/601/5322 Understanding the principles and practices of externally assuring the quality of assessment
Level:	4
Credit value:	6
GLH:	45
Learning outcomes The learner will:	Assessment criteria 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: <ul style="list-style-type: none"> • Information collection • Communications • Administrative arrangements • Resources 2.4 Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards
3. Understand how to externally evaluate the quality of assessment and internal quality assurance	3.1 Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices 3.2 Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices

	3.3 Evaluate different techniques for externally sampling evidence of assessment, including those that use technology
4. Understand how to externally maintain and improve the quality of assessment	<p>4.1 Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment</p> <p>4.2 Evaluate standardisation requirements relevant to the external quality assurance of assessment</p> <p>4.3 Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements</p> <p>4.4 Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment</p>
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	<p>6.1 Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare</p> <p>6.2 Critically compare different ways in which technology can contribute to external quality assurance</p> <p>6.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment</p> <p>6.4 Explain the value of reflective practice and continuing professional development in relation to external quality assurance</p>
Additional information about this unit	
N/A	
Unit aim(s)	<p>The aim of this unit is to assess the knowledge and understanding a candidate requires for the external quality assurance of assessment.</p> <p>This unit is assessed in the workplace or in conditions resembling the workplace.</p>

	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	T/601/5320 Understanding the principles and practices of internally assuring the quality of assessment
Level:	4
Credit value:	6
GLH:	45
Learning outcomes The learner will:	Assessment criteria 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: <ul style="list-style-type: none"> • information collection • communications • administrative arrangements • resources
3. Understand techniques and criteria for monitoring the quality of assessment internally	3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology 3.2 Explain the appropriate criteria to use for judging the quality of the assessment process
4. Understand how to internally maintain and improve the quality of assessment	4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment

	<p>4.2 Explain standardisation requirements in relation to assessment</p> <p>4.3 Explain relevant procedures regarding disputes about the quality of assessment</p>
5. Understand how to manage information relevant to the internal quality assurance of assessment	5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment
6. Understand the legal and good practice requirements for the internal quality assurance of assessment	<p>6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare</p> <p>6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment</p> <p>6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance</p> <p>6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment</p>
Additional information about this unit	
N/A	
Unit aim(s)	<p>The aim of this unit is to assess the knowledge and understanding a candidate requires for the internal quality assurance of assessment.</p> <p>This unit is assessed in the workplace or in conditions resembling the workplace.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/503/4850 Analysing English language for literacy and language teaching
Level:	3
Credit value:	3
GLH:	15
Learning outcomes The learner will:	Assessment criteria 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
Additional information about this unit	
N/A	
Unit aim(s)	The unit aims to provide learners with the knowledge and skills relating to Element 'Explicit awareness about language' in the LLUK Criteria for entry to English (literacy and ESOL) teacher training in the lifelong learning sector. Learners will explore the relationship between forms of language and meaning and the structural features of language.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	R/503/4852 Reading skills for literacy and language teaching
Level:	3
Credit value:	3
GLH:	15
Learning outcomes The learner will:	Assessment criteria 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
Additional information about this unit	
N/A	
Unit aim(s)	This unit develops the learner's knowledge of reading skills for literacy and language teaching.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/503/4854 Speaking and listening skills for literacy and language teaching
Level:	3
Credit value:	3
GLH:	15
Learning outcomes The learner will:	Assessment criteria 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
Additional information about this unit	
N/A	
Unit aim(s)	The aim of this unit is to provide learners with the knowledge and skills to present, listen and respond to non-verbal and verbal information
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/503/4856 Writing skills for literacy and language teaching
Level:	3
Credit value:	3
GLH:	15
Learning outcomes The learner will:	Assessment criteria 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: <ul style="list-style-type: none"> • text level • sentence level • word level
2. Be able to produce written texts	2.1 Write fluently, coherently and cohesively 2.2 Write accurately and legibly using conventions of lexis and syntax including grammar, spelling and punctuation according to purpose 2.3 Edit and proof read written texts at text level, sentence level and word level
Additional information about this unit	
N/A	
Unit aim(s)	This unit will provide learners with the knowledge and writing skills to prepare and produce written texts
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/503/4859 Using mathematics: personal and public life
Level:	3
Credit value:	6
GLH:	30
Learning outcomes The learner will:	Assessment criteria 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
Additional information about this unit	
N/A	
Unit aim(s)	The unit aims to provide trainees with the opportunity to develop 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). Trainees will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in professional and vocational contexts
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/503/4863 Using mathematics: professional and vocational contexts
Level:	3
Credit value:	6
GLH:	30
Learning outcomes The learner will:	Assessment criteria 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

<p>4. Be able to use mathematical communication in professional and vocational contexts</p>	<p>4.1 Select mathematical language for debate in professional and vocational contexts 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</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>The unit aims to provide trainees with the opportunity to develop 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). Trainees will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in personal and public life</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>N/A</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	T/503/4861 Using mathematics: academic subjects
Level:	3
Credit value:	6
GLH:	30
Learning outcomes The learner will:	Assessment criteria 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

Additional information about this unit	
N/A	
Unit aim(s)	The unit aims to provide trainees with the opportunity to develop 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). Trainees will interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in academic subjects
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/503/5376 Action learning to support development of subject specific pedagogy
Level:	5
Credit value:	15
GLH:	50
Learning outcomes The learner will:	Assessment criteria 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 investigations 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
Additional information about this unit	
N/A	
Unit aim(s)	This unit requires the candidate to formulate and pursue an action research project in their own specialist area and to use the results to inform and develop their own practice
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	T/503/5380 Action research
Level:	5
Credit value:	15
GLH:	50
Learning outcomes The learner will:	Assessment criteria 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 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
Additional information about this unit	
N/A	
Unit aim(s)	This unit provides an opportunity for candidates to explore the techniques and methods of academic research and research methodologies.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/505/0187 Assessment and support for the recognition of prior learning through the accreditation of learning outcomes
Level:	3
Credit value:	6
GLH:	30
Learning outcomes The learner will:	Assessment criteria 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, 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)

<p>4. Be able to assess evidence presented by learners</p>	<p>4.1 Explain how a consistent approach is achieved by the assessment team within the processes of quality assurance</p> <p>4.2 Judge the reliability, validity, authenticity, currency, relevance and sufficiency of a range of evidence presented by a learner to meet the learning outcomes of the target unit(s)</p> <p>4.3 Provide clear and constructive feedback to learners who have not satisfied the learning outcomes of the target unit(s), identifying the additional evidence required</p> <p>4.4 Maintain records for assessment and verification purposes</p>
<p>5. Be able to evaluate and improve practice</p>	<p>5.1 Evaluate own, learner and the assessment team experiences of applying the recognition process</p> <p>5.2 Identify improvements to practice</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>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</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	M/505/1089 Delivering employability skills
Level:	4
Credit value:	6
GLH:	20
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the differences between employability skills and employment skills	1.1 Explain differences between employability skills and employment skills 1.2 Explain the benefits to learners of having employability skills
2. Understand the influence of personal qualities and skills on the delivery of employability skills	2.1 Analyse personal qualities and skills required for the delivery of employability skills 2.2 Analyse the influence of personal presentation on the success of the delivery of employability skills
3. Be able to use techniques, strategies and practices that reflect the workplace in the delivery of employability skills	3.1 Review techniques for the delivery of employability skills 3.2 Review strategies used to transform training areas to reflect a realistic working environment 3.3 Plan employability skills sessions that: <ul style="list-style-type: none"> • Meet the needs of learners; and • Reflect a realistic working environment 3.4 Use selected techniques 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 information about this unit	
N/A	

Unit aim(s)	<p>To develop learner's understanding of employability skills and employment skills</p> <ul style="list-style-type: none"> • To enable learner's to identify personal skills and competencies needed for the specific learning programme • To develop learner's skills in creating learning programmes specific to the needs of the target audience • To enable learner's to analyse their own personal presentation to ensure success of employability skills training
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>N/A</p>

Title:	H/505/1090 Developing, using and organising resources in a specialist area
Level:	5
Credit value:	15
GLH:	50
Learning outcomes The learner will:	Assessment criteria 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 from own specialist area in meeting individual learning needs
2. Be able to develop and use inclusive resources in own specialist area	2.1 Analyse principles of resource design 2.2 Evaluate sources that inform resource development in own specialist area 2.3 Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area 2.4 Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area 2.5 Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area 2.6 Employ resources to engage and meet the individual needs of learners in own specialist area
3. Understand how to organise and enable access to resources	3.1 Explain ways in which resources can be classified and stored 3.2 Review ways of sharing resources with other learning professionals
4. Understand how to organise and enable access to 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

<p>5. Be able to evaluate own practice in relation to development and use of resources in own specialist area</p>	<p>5.1 Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area</p> <p>5.2 Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area</p> <p>5.3 Plan opportunities to improve own skills in development and use of resources in own specialist area</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>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.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>None</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	Y/503/5310 Effective partnership working in the learning and teaching context
Level:	4
Credit value:	15
GLH:	50
Learning outcomes The learner will:	Assessment criteria 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

<p>4. Understand how to measure and report on a partnership's outputs</p>	<p>4.1 Summarise performance indicators used to measure the effectiveness of a specific partnership</p> <p>4.2 Review the effectiveness of a specific partnership's outputs drawing on valid and reliable data</p> <p>4.3 Summarise methods of presenting partnership outputs to interested parties</p>
<p>5. Understand how to communicate effectively within a partnership</p>	<p>5.1 Summarise methods for effective communication between partners</p> <p>5.2 Review the communication strategy of a specific partnership</p> <p>5.3 Review own communication methods and skills as a partnership member</p>
<p>6. Understand the wider context within which a partnership operates</p>	<p>6.1 Explain the potential impact of other stakeholders and agencies relating to a specific partnership</p> <p>6.2 Summarise the impact of key government policies and initiatives on a specific partnership</p> <p>6.3 Review ways for a partnership to establish and maintain communities of practice</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>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.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>N/A</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	Y/503/5789 Equality and diversity
Level:	4
Credit value:	6
GLH:	25
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the key features of a culture which promotes equality and values diversity	1.1 Define the meanings of equality and diversity in the UK context 1.2 Analyse the benefits of promoting equality and diversity for individual learners 1.3 Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity
2. Understand the importance of promoting equality and valuing diversity in lifelong learning	2.1 Reflect on how the promotion of equality and diversity can protect learners from risk of harm 2.2 Explain actions that can be taken to value individual learners 2.3 Explain good practice in providing individual learners with information
3. Be able to promote equality and value diversity	3.1 Use communication strategies to promote equality and diversity 3.2 Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity 3.3 Explain how working with other agencies can promote diversity
4. Understand how to help others in the promotion of equality and valuing of diversity	4.1 Describe actions by individuals which can undermine equality and diversity 4.2 Recommend modifications to systems and structures which do not promote equality and diversity
5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning	5.1 Reflect on own strengths in promoting equality and valuing diversity 5.2 Evaluate the impact of own practice in promoting equality and valuing diversity

	5.3 Identify areas for further personal development in promoting equality and valuing diversity
Additional information about this unit	
N/A	
Unit aim(s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/505/1091 Evaluating learning programmes
Level:	4
Credit value:	3
GLH:	15
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles and methods of evaluating learning programmes	1.1 Analyse the principles of evaluating learning 1.2 Explain how principles of evaluating learning can be applied to the evaluation of learning programmes 1.3 Analyse methods used for evaluating the effectiveness of learning programmes 1.4 Analyse methods of data collection and analysis used to evaluate learning programmes
2. Be able to plan the evaluation of a learning programme	2.1 Develop a framework for the evaluation of a learning programme 2.2 Devise objectives in order to achieve evaluation aims 2.3 Select methods for evaluating the effectiveness of a learning programme 2.4 Select methods for collecting data to evaluate the effectiveness of a learning programme
3. Be able to evaluate the effectiveness of a learning programme	3.1 Apply selected methods to evaluate the effectiveness of a learning programme 3.2 Apply selected methods to collect data to evaluate the effectiveness of a learning programme 3.3 Analyse data collected to evaluate the effectiveness of a learning programme 3.4 Apply relevant guidelines and legislation relevant to data collection and analysis 3.5 Present analysis of evaluation results 3.6 Explain how analysis of evaluation results can be used to improve the effectiveness of a learning programme

Additional information about this unit	
N/A	
Unit aim(s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/503/5384 Inclusive practice
Level:	4
Credit value:	15
GLH:	50
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand factors which influence learning	1.1 Review the impact of personal, social and cultural factors on learning 1.2 Review the impact of different cognitive, physical and sensory abilities on learning
2. Understand the impact of policy and regulatory frameworks on inclusive practice	2.1 Summarise policy and regulatory frameworks relating to inclusive practice 2.2 Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice 2.3 Explain how policy and regulatory frameworks influence own inclusive practice
3. Understand roles and responsibilities relating to inclusive practice	3.1 Summarise own role and responsibilities relating to inclusive practice 3.2 Explain the relationship between own role and the roles of other professionals involved in inclusive practice 3.3 Identify points of referral available to meet individual learning needs
4. Understand how to create and maintain an inclusive learning environment	4.1 Review key features and benefits of an inclusive learning environment 4.2 Analyse ways to promote equality and value diversity 4.3 Analyse ways to promote inclusion 4.4 Review strategies for effective liaison between professionals involved in inclusive practice
5. Understand how to evaluate own inclusive practice	5.1 Review the effectiveness of own inclusive practice 5.2 Identify own strengths and areas for improvement in relation to inclusive practice

	5.3 Plan opportunities to improve own skills in inclusive practice
Additional information about this unit	
N/A	
Unit aim(s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/505/0188 Preparing for the coaching role
Level:	4
Credit value:	3
GLH:	15
Learning outcomes The learner will:	Assessment criteria 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: <ul style="list-style-type: none"> • data protection; • privacy; • confidentiality; and • safeguarding and disclosure 2.4 Identify sources of support to deal with issues which are outside of own expertise or authority 2.5 Explain what constitutes a safe and comfortable environment for a coaching session

3 Understand how to identify client goals and outcomes	3.1 Analyse ways of identifying and agreeing outcomes and goals with clients 3.2 Explain the role of a coaching agreement 3.3 Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals 3.4 Analyse client responsibility and autonomy for making changes
Additional information about this unit N/A	
Unit aim(s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/505/0189 Preparing for the mentoring role
Level:	4
Credit value:	3
GLH:	15
Learning outcomes The learner will:	Assessment criteria 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: <ul style="list-style-type: none"> • Data protection; • Privacy; • Confidentiality; and • Safeguarding and disclosure 2.4 Identify sources of support to deal with issues which are outside of own expertise or authority 2.5 Explain what constitutes a safe and comfortable environment for a mentoring session

<p>3. Understand how to identify client goals and outcomes</p>	<p>3.1 Analyse ways of identifying and agreeing outcomes and goals with clients 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</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>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</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>N/A</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	T/505/1093 Preparing for the personal tutoring role
Level:	4
Credit value:	3
GLH:	15
Learning outcomes The learner will:	Assessment criteria 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

<p>3. Understand the use of personal tutoring in a specific context</p>	<p>3.1 Describe the range of support available for learners within a specific context</p> <p>3.2 Explain legal and organisational requirements relating to :</p> <ul style="list-style-type: none"> • Data protection • Copyright • Privacy • Confidentiality and • Safeguarding and disclosure <p>3.3 Explain how to work with others in a specific context to support learners</p> <p>3.4 Explain how to work with external stakeholders and partners to support learners</p>
<p>4. Understand how personal learning targets are created and monitored</p>	<p>4.1 Explain the purpose of an individual learning plan</p> <p>4.2 Analyse approaches to support learners to create personal learning targets</p> <p>4.3 Explain the importance of reviewing learner progress and targets</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>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.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>N/A</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	L/504/0231 Principles and practice of lip-reading teaching
Level:	4
Credit value:	12
GLH:	48
Learning outcomes The learner will:	Assessment criteria 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 which lead to acquired hearing loss 2.2 Analyse types of hearing loss and the psychological, social and emotional effects of the impact of acquired hearing loss 2.3 Analyse the impact of acquired hearing loss on education and employment opportunities
3. Understand ways in which amplification and 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 which have implications for learning and teaching 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 device 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 those with acquired hearing loss	6.1 Evaluate assistive equipment available to those with hearing loss 6.2 Evaluate services offered by agencies and organisations to those with acquired hearing loss
Additional information about this unit	
N/A	
Unit aim(s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	R/504/0229 Specialist delivery techniques and activities
Level:	4
Credit value:	9
GLH:	30
Learning outcomes The learner will:	Assessment criteria 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 a resource 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 information about this unit	
N/A	
Unit aim(s)	This unit aims to enable the learner to explore the use of specialist delivery techniques in their own specialist vocational or subject area.
Assessment requirements specified by a sector or regulatory body (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/505/1096 Teaching in a specialist area
Level:	4
Credit value:	15
GLH:	50
Learning outcomes The learner will:	Assessment criteria 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
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
Additional information about this unit	
N/A	
Unit aim (s)	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 available to learners. It also includes curriculum issues, inclusive teaching and learning, and evaluating and improving own practice in a specialist area.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	Y/505/1099 Understanding and managing behaviours in a learning environment
Level:	4
Credit value:	6
GLH:	20
Learning outcomes The learner will:	Assessment criteria 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 information about this unit	
N/A	

Unit aim(s)	<p>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.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>N/A</p>

Title:	D/505/1105 Working with the 14-19 age range in education and training
Level:	4
Credit value:	9
GLH:	30
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand national developments in educational provision for the 14-19 age range	1.1 Explain national policies and initiatives for the education of the 14-19 age range 1.2 Analyse the relationship between schools and other providers of learning for the 14-19 age range
2. Understand roles and responsibilities of teachers working with the 14-19 age range	2.1 Describe the legal framework and key legislation relating to teachers working with the 14-19 age range 2.2 Analyse own role and responsibilities in relation to working with the 14-19 age range 2.3 Evaluate impact on own practice of legislation relating to working with the 14-19 age range
3. Be able to plan learning to meet the needs of individual 14-19 learners	3.1 Analyse teaching, learning and assessment approaches for use with 14-19 learners 3.2 Plan learning sessions for 14-19 learners, taking account of: <ul style="list-style-type: none"> • Own analysis of teaching, learning and assessment approaches for use with 14-19 learners; • Curriculum requirements; and • Individual learner needs

<p>4. Be able to deliver learning to meet the needs of individual 14-19 learners</p>	<p>4.1. Use teaching and learning approaches that take account of:</p> <ul style="list-style-type: none"> • own analysis of teaching and learning approaches for use with 14-19 learners; • curriculum requirements; and • Individual needs of 14-19 learners. <p>4.2 Use assessment methods that take account of:</p> <ul style="list-style-type: none"> • Own analysis of assessment approaches for use with 14-19 learners; • Curriculum requirements; and • Individual needs of 14-19 learners
<p>5. Be able to evaluate own practice in working with the 14-19 age range</p>	<p>5.1 Evaluate own practice in working with 14- 19 learners</p> <p>5.2 Identify areas for improvement in own practice in working with 14-19 learners</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>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</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	M/505/3912 Managing behaviours in a learning environment
Level:	5
Credit value:	6
GLH:	20
Learning outcomes The learner will:	Assessment criteria 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 a purposeful learning environment has taken account of theories of behaviour management
4. Be able to evaluate own practice in managing behaviours in a learning environment	4.1 Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment 4.2 Identify own strengths and areas for improvement in relation to managing behaviours in a learning environment
Additional information about this unit	
N/A	

Unit aim(s)	<p>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.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>N/A</p>