



Qualification Specification

GA Level 5 Diploma in Education and Training

610/1040/6

IMPORTANT:
THIS QUALIFICATION IS BEING WITHDRAWN ON 31ST JULY 2024
- THIS IS THE LAST DATE GA WILL ACCEPT CANDIDATE
REGISTRATIONS.
THE LAST DATE FOR CERTIFICATION CLAIMS IS 31ST JULY 2027.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

Section 1: Qualification Overview

1.1 Introduction: About the Gatehouse Awards Level 5 Diploma in Education and Training

Gatehouse Awards (GA) qualifications are designed to give candidates the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This specification covers the GA Level 5 Diploma in Education and Training Qualification. This qualification has been developed by the Learning and Skills Improvement Service (LSIS) in conjunction with employers. An LSIS review of qualifications for teachers and trainers in the further education and skills sector was undertaken in 2012. The proposal for a Diploma at Level 5 was supported as part of a suite of generic teaching and training qualifications including award and certificate qualifications. More information about the findings of the review can be found in the report *Further Education and Skills in England: New Qualifications for Teachers and Trainers: Phase Two Findings Report* (LSIS, 2013).

This qualification is mapped to the supporting National Occupational Standards (NOS). NOS are owned by a Sector Skills Council (SSC) or Standard Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence. The units and structure of this qualification are underpinned by the overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector and the Learning and Development NOS. Further information on the NOS used in this qualification can be found on the NOS Database: <http://nos.ukces.org.uk>

This document provides centre staff, candidates and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

The qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF). All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification replaces the Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) introduced in 2007 and updated in 2011.

1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 5 Diploma in Education and Training	610/1040/6	10/06/2022	June 2027

1.3 Qualification Aims and Objectives and Intended Audience

The aim of the GA Level 5 Diploma in Education and Training is to develop a learner's practical teaching skills and prepare them to work in a wide range of contexts.

This qualification requires observation and assessment of teaching and/or training practice.

This qualification may be helpful for those whose duties do not include the full range of teaching responsibilities (for example, instructors or those who teach very small groups of learners). It has been developed for those working, or intending to work, in the post-16 education and training sector.

This qualification can meet the needs of learners who are trainee teachers, such as:

- individuals not currently teaching or training, but who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification
- individuals currently teaching and training (including those who have just begun teaching and training) who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification
- individuals currently working as assessors who wish to achieve a teaching qualification and can meet the practice requirements, including the observed and assessed practice requirements, of the qualification.

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

1.4 Qualification Structure and Overview: GLH, TQT, Level and Credit Value

The GA Level 5 Diploma in Education and Training qualification is listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

The structure of this qualification is as follows:

GA Level 5 Diploma in Education and Training			
GLH*	360	Credit Value	120
TQT**	1200	Level	5
Assessment Requirements		Internally assessed and moderated, and externally quality assured portfolio of evidence.	

***Guided Learning Hours (GLH): Definition**

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

****Total Qualification Time (TQT): Definition**

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the '**Study Time**' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of these qualifications.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualification within this specification is designated at Level 5 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that these qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 5 reflects the ability to use practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts and analyse, interpret and evaluate relevant information, concepts and ideas. It reflects an awareness of the nature and scope of the area of study or work and an understanding of different perspectives, approaches or schools of thought and the reasoning behind them. It also reflects the ability to determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems, use relevant research or development to inform actions and evaluate actions, methods and results.

1.5 Qualification Structure and Overview: Rules of Combination and Units

To be awarded the Level 5 Diploma in Education and Training, learners:

- must achieve a minimum of 120 credits.

Learners must achieve:

- 75 credits from the five mandatory units

and

- a minimum of 45 credits from the available optional units.

of which,

- at least 61 credits must be at or above Level 5.

The learning outcomes and assessment criteria for each unit are provided in Section 4 below.

To achieve the GA Level 5 Diploma in Education and Training, candidates must successfully demonstrate their achievement of all the learning outcomes and assessment criteria within the selected units.

Grades are not awarded.

Candidates who aren't successful can resubmit work within the registration period.

A summary of the units is provided below.



Units which contain *knowledge only* outcomes and assessment criteria are indicated by the image of a pen next to the unit name in the list below. If a unit is not marked with the image of a pen, it is a skills unit or contains a mix of knowledge and skills.



Units which form part of the Learning and Development suite are indicated by the image of a book.

Mandatory Units		Level	GLH	Credits	Unit Reference
1	Teaching, learning and assessment in education and training	4	65	20	T/650/2878
2	 Theories, principles and models in education and training	5	60	20	F/650/2880
3	Developing teaching, learning and assessment in education and training	5	65	20	Y/650/2879
4	Wider professional practice and development in education and training	5	50	15	H/650/2881

Optional Units		Level	GLH	Credits	Unit Reference
5	Action research	5	50	15	A/650/2770
6	Action learning to support development of subject specific pedagogy	5	50	15	D/650/2771
7	Delivering employability skills	4	20	6	H/650/2773
8	 Develop and prepare resources for learning and development	4	25	6	J/650/2774
9	 Developing learning and development programmes	4	30	6	K/650/2775
10	Developing, using, and organising resources within a specialist area	5	50	15	L/650/2776
11	 Effective partnership working in the learning and teaching context	4	50	15	M/650/2777
12	 Engage with employers to facilitate workforce development	4	30	6	D/650/2780
13	Equality and diversity	4	25	6	F/650/2781
14	Evaluating learning programmes	4	10	3	H/650/2782
15	 Identify the learning needs of organisations	4	30	6	K/650/2784
16	 Inclusive practice	4	50	15	L/650/2785
17	 Internally assure the quality of assessment	4	45	6	M/650/2786
18	 Manage learning and development in groups	4	30	6	R/650/2787
19	 Preparing for the coaching role	4	15	3	T/650/2788

20	 Preparing for the mentoring role	4	15	3	Y/650/2789
21	 Preparing for the personal tutoring role	4	15	3	F/650/2790
22	Principles and practice of lip-reading teaching	4	48	12	H/650/2791
23	Specialist delivery techniques and activities	4	30	9	J/650/2792
24	Teaching in a specialist area	4	50	15	K/650/2793
25	Understanding and managing behaviours in a learning environment	4	20	6	R/650/2796
26	Understanding and managing behaviours in a learning environment	5	20	6	T/650/2797
27	  Understanding the principles and practices of externally assuring the quality of assessment	4	45	6	L/650/2794
28	  Understanding the principles and practices of internally assuring the quality of assessment	4	45	6	M/650/2795
29	Action learning for teaching in a specialist area of disability	5	40	15	J/650/2882
30	 Understanding theories and frameworks for teaching disabled learners	5	40	15	K/650/2883

Barred Combinations: Candidates may not include the same unit at more than one level in any qualification.

25	Understanding and managing behaviours in a learning environment	4	20	6	R/650/2796
may not be taken with:					
26	Understanding and managing behaviours in a learning environment	5	20	6	T/650/2797

1.6 Age and Entry Requirements

The GA Level 5 Diploma in Education and Training qualification is intended for adult learners aged 19 and above.

All trainee teachers joining this qualification programme should hold GCSE English Language at grade 4/C or above and GCSE maths at grade 4/C or above (or hold a Functional Skill English and Maths Level 2 qualification). They should undertake an initial assessment of skills in English, Mathematics and ICT and record their development needs and, where applicable, agree an action plan to address them. If trainee teachers 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 actions taken to address them should be reviewed and updated as required. This may include working towards a Level 2 equivalent qualification in maths and English.

All trainee teachers must also hold a minimum of a Level 3 in their specialist subject (i.e. the subject they want to teach).

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

There are no other nationally agreed entry requirements. Entry is at the discretion of the centre. Centres are responsible for ensuring that the qualification is appropriate for the age and ability of learners. Centres must ensure 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.

Approved GA Centres must provide detailed advice and guidance to candidates to ensure the programme and qualification will meet their needs.

1.7 The Minimum Core: Personal Skills Requirements for Literacy, Language, Numeracy and ICT

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, Mathematics and ICT expected of all teachers in the sector. Details can be found in the document *Minimum Core Guidance* (LLUK, 2007; updated LSIS, 2013; updated Education and Training Foundation, 2016).

The minimum core document comprises three sections:

- language and literacy
- numeracy
- ICT

Each of these sections comprises two parts:

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

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the teaching qualifications.

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

- Unit 1: Teaching, learning and assessment in education and training
- Unit 2: Developing teaching, learning and assessment in education and training

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

Providers should also be familiar with the personal skills requirements for literacy, language, numeracy and ICT identified in the document: *Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teacher's knowledge, understanding and personal skills. A guide for initial teacher education programmes* (LLUK, 2007; updated LSIS, 2013).

1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA Unit or Units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s). The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning.

RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

1.9 Relationship to Other Qualifications & Progression Opportunities

The GA Level 5 Diploma in Education and Training qualification is an ideal qualification from which new or trainee teachers may progress onto higher level teaching, training and assessment qualifications, e.g. Bachelor of Arts (BA) or Bachelor of Science (BSc) with Qualified Teacher Status (QTS).

Learners may progress into employment as a teacher within a range of education and training settings, such as:

- further education colleges
- adult and community education providers
- offender education
- work based learning providers
- the third/voluntary sector
- independent training organisations

1.10 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

1.11 Grading

All learning outcomes and assessment requirements must be met before a learner can be considered as having achieved this qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

1.12 Qualification Availability

This qualification is available via GA Approved Centres in the UK and internationally. If you would like further information on offering these qualifications, please contact us.

Our contact details appear on our website, www.gatehouseawards.org

Section 2: Qualification Delivery, Assessment & Quality Assurance Model

2.1 Teaching and Learning Requirements

Courses leading to GA Level 5 Diploma in Education and Training qualification can consist of e-learning, distance learning or classroom-based courses offered through GA approved centres.

Candidates must have suitable access to teaching staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential.

Further details and guidance on the content of teaching and learning can be accessed via the Ark (GA's online Learner Management System, available to all GA Approved Centres).

2.2 Assessment & Quality Assurance Model

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external summative assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Teaching Practice Requirements

This qualification requires learners to complete a work experience/industry placement within an education and training setting throughout the duration of the qualification.

This qualification requires learners to complete and evidence a minimum of 100 hours of teaching practice.

There is also a requirement for learners to evidence working with groups of learners to achieve this qualification.

There are different practice requirements for each unit in this qualification. These are detailed within the individual Unit Specifications in Section 4 below.

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
- gaining subject-specialist knowledge through workplace mentoring

2.4 Observed and Assessed Practice Requirements

There must be a minimum of 8 observations totalling a minimum of 8 hours.

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

Trainee teachers who have achieved the Level 4 Certificate in Education and Training can transfer 20 hours of practice and 2 hours of observed and assessed practice towards the practice requirements of the Level 5 Diploma in Education and Training.

Any single observation must be a minimum of half an hour.

For the education and training units, practice must be in a teaching and learning environment. The observations must be linked to the following mandatory units:

- Unit 1: Teaching, learning and assessment in education and training
- Unit 3: Developing teaching, learning and assessment in education and training

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

Centres should refer to Ofsted's further education and skills inspection handbook to help them to make a judgement about whether a trainee teacher has met the required standard of practice in an observation.

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 both of the units identified above.

To be eligible for the award of credit for any 1 of the above 2 units, a trainee teacher must be able to provide evidence of a minimum of 2 assessed observations of practice that meet the required standard of practice.

To be eligible for the award of credit for both units, a trainee teacher must be able to provide evidence of a minimum of 8 assessed observations of practice that meet the required standard of practice.

Achievement of Unit 2: Theories, principles and models in education and training is a prerequisite for achievement of Unit 3: Developing teaching, learning and assessment in education and training.

There are additional practice requirements including observed and assessed practice requirements for some optional units that belong to the education and training suite. The number of observations of practice required and the number of hours to be observed and assessed are not specified for these optional units. These requirements are in addition to the observed and assessed practice requirements 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.

2.5 Realistic Working Environments (Simulation)

Where the assessment requirements for a unit allows, it is essential that organisations wishing to operate a Realistic Working Environment do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. A Realistic Working Environment is often used to support simulation. Simulation is not permitted for all units. Please see unit delivery and assessment guidance in Section 4 below.

2.6 Portfolio Requirements

Candidates are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and assessment criteria.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped on a tracking sheet against the learning outcomes and assessment criteria and reflect the type of evidence supplied and its location within the portfolio. By using portfolio reference numbers, it will enable the candidate, assessor, IQA and EQA to quickly locate the evidence submitted.

Please see unit delivery and assessment guidance for any specific instructions on the types of permitted evidence which can be included in the portfolio for specific units/learning outcomes.

All evidence must meet CRAVES requirements (see Section 2.7 below).

2.7 Assessment of Candidates: CRAVES

Assessors must ensure that all evidence within the candidate's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners

- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

2.8 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of candidates, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

2.9 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the *GA Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval.

Through discussions with centre staff, examining candidate's work, moderation of assessment, talking to candidates and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

2.10 Registering Candidates and Unique Learner Numbers (ULNs)

Learners must be registered through the Ark, the GA online Learner Management System.

Due to the Total Qualification Time of this qualification, the validity period of registrations made will be 3 years. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.11 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

2.12 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

Section 3: Staff and Resource Requirements for Centres

In order to deliver the GA Level 5 Diploma in Education and Training qualification, a centre must ensure that they have the following resources in place:

3.1 General Staff Requirements

The knowledge and experience of all staff involved in course delivery, assessment and quality assurances will be considered during the approval and re-approval process and at EQA Visits.

Centres must ensure that they hold up-to-date and detailed information about their staff and must make records available to GA upon request. The information GA expects the centre to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centres must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of Candidates and the receipt of results and certificates.

3.2 Requirements for Teachers and Assessors

Candidates may be assessed either by one or several appointed Assessors.

It is the centre's responsibility to ensure that all staff involved in the delivery and assessment of this qualification are suitably qualified.

The primary responsibility of an Assessor is to assess a candidate's performance and ensure the evidence submitted by the candidate meets the requirements of the unit's learning outcomes and assessment criteria. An Assessor must be able to recognise occupational competence as specified by the national standards. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.

Those who are delivering, assessing or quality assuring specialist optional units must also be suitably qualified in those areas (for example, English, mathematics, ESOL).

To be able to assess candidates and/or observe and assess practice, all Assessors must:

- hold a teaching qualification equivalent to level 5 or above
- hold evidence of relevant teaching experience in an education or training context
- have access to appropriate guidance and support
- participate regularly in related quality assurance processes such as standardisation.

In addition to the above, Assessors of learning and development units must also:

- 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 successfully assessed learners for other qualifications
- have up-to-date working knowledge and experience of best practice in assessment
- 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.

3.3 Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQA)

Assessors may have one or several appointed IQAs.

It is the centre's responsibility to ensure that all staff involved in the internal moderation and quality assurance of this qualification are suitably qualified.

This qualification is assessed by an Assessor and internally quality assured by an IQA to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint IQAs.

To be able to perform the internal quality assurance role, an IQA 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.

In addition, Internal Moderators must be familiar with GA's qualification requirements.

The knowledge and experience of Teachers, Assessors and Internal Moderators (IQAs) will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

3.4 External Moderation (also referred to as External Quality Assurance or EQA)

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

3.5 Venue Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply. The centre must maintain and implement appropriate and up-to-date health and safety policies and procedures.

3.6 Equipment

Centres must ensure that all products and equipment used in the delivery and assessment of these qualifications are fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

3.7 Teaching and Learning Resources

Whether delivering a programme of learning as a classroom-based or e-learning course, centres must ensure that their teaching and learning resources are high quality and are relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

The following documents are essential reading for any centre undertaking the delivery, assessment and administration of this qualification:

- *Qualifications in education and training - Updated guidance on the teaching qualifications for the further education and skills sector* (LSIS, 2016)
- *Assessed observations of practice within the Education and Training suite of qualifications* (LSIS, 2013)

- *Teaching and Training Qualifications for the Further Education and Skills Sector in England* (LSIS, 2013).
- *Minimum Core Guidance* (LSIS, 2016)

3.8 Results and Certification

Following a successful external moderation (EQA) visit, claims for certification are made via the Ark, the GA Learner Management System. Certificates are usually issued within 10 working days.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

3.9 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

3.10 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

3.11 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: www.gatehouseawards.org. The website is updated regularly with news, information about GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and learners are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

Section 4: Unit Specifications

4.1 Mandatory Units

Unit 1: Teaching, learning and assessment in education and training

Unit Title	Level	GLH	Credits	Unit Reference
Teaching, learning and assessment in education and training	4	65	20	T/650/2878
The aim of this unit is to provide the learner with knowledge, understanding and skills relating to teaching, learning and assessment in education and training. It includes understanding the role and responsibilities of a teacher in education and training, agreeing individual learning goals and planning, delivering and assessing inclusive teaching and learning. It involves creating and maintaining an inclusive learning environment and evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.				
Delivery and Assessment Guidance				
The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, the learner must be able to provide evidence of a minimum of 2 assessed observations of practice in a teaching and learning context that meet the required standard of practice. See Practice Requirements above for further guidance on practice and observation hours required for the qualification. Additional Indicative Content: 1.1 Role and responsibilities: Learners must analyse their own role and the responsibilities of their role within an education and training setting. Responsibilities could include but are not limited to: • maintaining occupational competence • identifying learner needs • planning, tracking and monitoring learner progress • establishing and maintaining safe and appropriate learning environment • negotiating ground rules, promoting positive behaviour • adhering to legislation, promoting organisation policies and procedures • communication and work with others • recruitment and marketing				

1.2 Legislation, regulatory requirements and codes of practice could include but are not limited to:

- current government legislation o safeguarding and Prevent
- professional/vocational sector standards
- awarding body requirements
- organisational policies and procedures
- equality and diversity
- data protection
- Ofsted

2.1 To include identification of prior learning, skills and achievement. Individual needs could include but are not limited to:

- embedding English, maths and digital where appropriate
- ensuring accessibility of face-to-face and online content/resources

Learning Outcomes		Assessment Criteria
The learner will:		The learner can:
1	Understand roles, responsibilities and relationships in education and training	1.1 Analyse own role and responsibilities in education and training
		1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
		1.3 Analyse the relationships and boundaries between the teaching role and other professional roles
		1.4 Describe points of referral to meet the needs of learners
2	Be able to use initial and diagnostic assessment to agree individual learning goals with learners	2.1 Explain why it is important to identify and meet the individual needs of learners
		2.2 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals
		2.3 Use methods of initial and diagnostic assessment to agree individual learning goals with learners
		2.4 Record learners' individual learning goals

3	Be able to plan inclusive teaching and learning	3.1 Devise a scheme of work in accordance with internal and external requirements
		3.2 Design teaching and learning plans which respond to: - the individual goals and needs of all learners - curriculum requirements
		3.3 Explain how own planning meets the individual needs of learners
		3.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners
		3.5 Identify opportunities for learners to provide feedback to inform inclusive practice
4	Be able to create and maintain a safe, inclusive teaching and learning environment	4.1 Explain why it is important to promote appropriate behaviour and respect for others
		4.2 Explain ways to promote equality and value diversity
		4.3 Establish and sustain a safe, inclusive learning environment
5	Be able to deliver inclusive teaching and learning	5.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners
		5.2 Analyse benefits and limitations of communication methods and media used in own area of specialism
		5.3 Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners
		5.4 Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
		5.5 Demonstrate ways to promote equality and value diversity in own teaching
		5.6 Adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
		5.7 Communicate with learners and learning professionals to meet individual learning needs

6	Be able to assess learning in education and training	6.1 Explain the purposes and types of assessment used in education and training
		6.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners
		6.3 Use types and methods of assessment, including peer and self-assessment, to: - involve learners in assessment - meet the individual needs of learners - enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current - meet internal and external assessment requirements
		6.4 Use questioning and feedback to contribute to the assessment process
		6.5 Record the outcomes of assessments to meet internal and external requirements
		6.6 Communicate assessment information to other professionals with an interest in learner achievement
7	Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	7.1 Analyse ways in which the minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
		7.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning
8	Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning	8.1 Review the effectiveness of own practice in planning, delivering, and assessing inclusive teaching and learning taking account of the views of learners and others
		8.2 Identify areas for improvement in own practice in planning, delivering, and assessing inclusive teaching and learning

Unit 2: Theories, principles and models in education and training

Unit Title	Level	GLH	Credits	Unit Reference
Theories, principles and models in education and training	5	60	20	F/650/2880
The aim of this unit is to provide the learner with knowledge and understanding of theories, principles and models applied to education and training. It includes application of theories, principles and models of learning, communication and assessment in education and training, the application of theories and models of curriculum development within own area of specialism, and the application of theories and models of reflection and evaluation to the evaluation of own practice.				
Delivery and Assessment Guidance This unit is a prerequisite for Unit 3: Developing teaching, learning and assessment. A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured. Additional Indicative Content: 1.1 and 1.2 Theories, principles and models of learning could include but are not limited to: • learning theory such as: ▪ andragogy ▪ behaviourism (Skinner, Pavlov) ▪ learner-based models (Dewey/Rogers) ▪ psychological constructivism (Piaget) ▪ social constructivism (Bruner) ▪ scaffolding learning (Bruner/Vygotsky) ▪ mastery learning (Bloom) ▪ skills development (Gagne) ▪ situated learning approaches (Lave and Wenger) ▪ formal v non-formal learning (Eraut) ▪ experiential learning (Kolb) ▪ multiple intelligences (Gardner) ▪ humanist approaches (Maslow, Rogers) ▪ motivation theory (Herzberg, McGregor) ▪ social learning theory (Bandura) ▪ competency based models • tech-based approaches to teaching and learning: ▪ connectivism (Siemens)				

- substitution, augmentation, modification, and redefinition (SAMR) model (Puentedura)
- technological, pedagogical, and content knowledge (TPACK) (Mishra and Koehler)

1.3 Models of learning preferences could include but are not limited to:

- Honey and Mumford
- Kolb
- Visual, auditory, reading/writing and kinesthetic (VARK)
- Gardener's multiple intelligences
- Coffield et al, critique of learning styles

Learning preferences could include the use of technology, where appropriate, in face-to-face and online/remote/blended sessions.

2.1 Theories, principles and models of communication could include but are not limited to:

- stages of development (Piaget)
- transactional analysis (Berne)
- Johari Window model
- Shannon and Weaver model
- SMOG readability measurement
- distance/remote learning communication channels

2.2 Models of communication need to be applied in both face-to-face and online settings.

3.1 Theories, principles and models of assessment could include but are not limited to:

- stages of assessment – screening, initial, diagnostic, formative, summative
- forms of assessment – peer, self, criterion referenced, normative referenced
- assessment of learning, assessment as learning and assessment of learning (Black and Wiliam)
- methods of assessment
- formal and informal assessment
- valid, authentic, reliable, current, sufficient (VARCS)
- e-assessment and e-portfolios
- medal and mission (Petty)
- 2-way feedback/360-degree feedback
- holistic assessment

3.2 assessing learning Learner responses should make reference to theories associated with assessing learning in face-to-face and online environments. Examples could include:

- teacher-developed online assessments (for example, Morgan and O'Reilly)
- engagement theory (for example, Kearsley and Shneiderman)
- schema theory (for example, Ausubel)
- assessment design

- surface and deep learning (for example, Ramsden)
- digital literacy
- computer-based assessment
- collaborative learning
- formative and summative assessment methods

4.1 theories and models of curriculum development could include but are not limited to:

- theories and principles:
 - humanist, behaviourist, cognitive
 - mastery (for example, Bloom)
 - curriculum models (for example, subject based process model, objectives-based model, expressive model, problem-centred model)
 - employability
 - subject, learner or problem-centred
- models
 - national and local economic policy
 - national curriculum
 - 14 to 19 curriculum
 - apprenticeships
 - T Levels
 - sector skills councils
 - modular, unit-based, end-loaded, holistic assessment opportunities
 - distance learning
 - blended learning

4.2 Learner responses should explain how theories and models of curriculum development have been applied when developing curricula in their own area of specialism. This could include reference to:

- specialist curricula:
 - T Levels
 - apprenticeships
 - functional skills
 - adherence to awarding organisation requirements or development of wider skills (for example, English, maths, digital, employability)
 - Ofsted, Education Inspection Framework and its themes and standards

5.1 Theories and models of reflection and evaluation could include but are not limited to:

- reflective cycle (Gibbs)
- learning/reflective cycle (Kolb)
- reflection in action and reflection on action (Schwön)

- reflective thought (Dewey)
- plan, do, review (Greenaway)

Evidence could include research reports, a literature review, assignment and/or project.

Learning Outcomes		Assessment Criteria
The learner will:		The learner can:
1	Understand the application of theories, principles and models of learning in education and training	1.1 Analyse theories, principles and models of learning
		1.2 Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment
		1.3 Analyse models of learning preferences
		1.4 Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment
2	Understand the application of theories, principles and models of communication in education and training	2.1 Analyse theories, principles and models of communication
		2.2 Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment
3	Understand the application of theories, principles and models of assessment in education and training	3.1 Analyse theories, principles and models of assessment
		3.2 Explain ways in which theories, principles and models of assessment can be applied in assessing learning
4	Understand the application of theories and models of curriculum development within own area of specialism	4.1 Analyse theories and models of curriculum development
		4.2 Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism
5	Understand the application of theories and models of reflection and evaluation to reviewing own practice	5.1 Analyse theories and models of reflection and evaluation
		5.2 Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice

Unit 3: Developing teaching, learning and assessment in education and training

Unit Title	Level	GLH	Credits	Unit Reference
Developing teaching, learning and assessment in education and training	5	65	20	Y/650/2879
The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning. It involves applying theories of behaviour management in creating and maintaining an inclusive learning environment and applying theories and models of reflection to evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.				
Delivery and Assessment Guidance The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, the learner must be able to provide evidence of a minimum of 2 assessed observations of practice in a teaching and learning context that meet the required standard of practice. Unit 2: Theories, principles and models in education and training is a prerequisite for this unit. See Practice Requirements above for further guidance on practice and observation hours required for the qualification. Additional Indicative Content: 1.1 Pedagogical principles could include but are not limited to: • active engagement in online/remote learning • blended learning • theories of specialist knowledge • experiential learning • taxonomy of learning • scaffolded learning • multi-sensory models 1.2 Creative and innovative approaches could include but are not limited to:				

- synchronous and asynchronous learning
- learner-centred learning
- blended learning
- information and learning technology
- self-directed, independent learning
- work-based, competence-based or practical learning
- collaborative working
- peer support/teaching
- support, challenge and extension activities

2.1 Individual goals Initial and diagnostic assessments to determine individual goals and learning preferences could include but are not limited to:

- opportunities to address English, maths and digital needs
- results of SWOT analysis
- recognised prior learning or experiences
- online learning, research, self-directed study, study skills opportunities

2.2 Internal and external requirements could include but are not limited to:

- industry placement for T Levels and apprenticeships
- current educational initiatives such as English, maths and digital, safeguarding
- inspection requirements such as Ofsted and awarding organisations

2.3 Curriculum requirements could include but are not limited to:

- requirements from employers for T Level industry placement, work setting for apprenticeships
- opportunities to develop wider skills to support academic progress and/or mastery of practical skills

2.4 Opportunities for feedback may include:

- learner feedback via end of course surveys, course representatives, student council, learner attendance at team/programme meetings
- feedback from others such as formal coaching guidance from teaching and learning coach, appraisal with line manager, feedback report from teaching observation, IQA feedback, EQA feedback and observation feedback from manager/mentor in workplace for work-based learning (WBL) programmes

2.5 Learning, communication and assessment - Theories, principles and models of learning, communication and assessment could include those listed in the Unit 02 guidance above.

Theories, principles and models must be linked to own practice and subject-specialist planning, for example:

- learning – online, blended, flexible, remote, approaches used to develop mastery, inclusion, delivery methods, teacher vs learner-led activities, multi-sensory approaches

- communication – online, barriers, development of learners' communication skills and subject-specific language
- assessment – initial, formative, summative, targets, online/remote assessment

3.1 theories of behaviour management could include but are not limited to:

- management through motivation (for example, Maslow, Herzberg)
- growth mindset (for example, Dweck)
- models of behaviour management such as logical consequences, assertive discipline
- barriers to learning and related coping strategies
- positive reinforcement (for example, Skinner)
- social learning theory (for example, Bandura)
- Belbin's team role theory

3.2 Inclusive learning environment can include but is not limited to:

- physical environment
 - risk assessment including checks to equipment, ventilation, lighting, layout
- face-to-face and online/remote learning environments
 - modelling of effective practice in relation to safeguarding, equality and diversity

3.3 Theories of behaviour management could include those listed in Unit 2 guidance above. Theories must be linked to own practice, for example:

- group and individual behaviours
- group rules, expectations and dynamics
- collaborative learning
- motivation
- ownership
- positive reinforcement

4.1 Promote equality and value diversity - learner responses should evidence resources they have designed.

To actively promote equality and value diversity resources could:

- be adaptable for use in different learning environments (for example, face-to-face and online)
- use appropriate language/terminology for industry/workplace settings
- be representative of different groups Learner evidence must include detail of how resource meets specific needs (for example, readability, font, size, colour, layout, use of technology, use of images).

4.2 approaches and resources Learners must demonstrate flexibility and adaptability of approaches and resources to meet individual needs. Examples could include:

- current and accessible technologies that promote learner engagement in both face-to-face and remote/online settings
- inclusive learning practices that take into account learning styles to stimulate and engage learners
- practice is learner centred, with an emphasis on learning rather than teaching
- resources are up-to-date and linked to current industry practices

4.3 Own teaching - learners must demonstrate how they promote equality and diversity in their own teaching. Examples could include but are not limited to:

- promotion of equality and diversity in line with current legislation such as safeguarding
- adapting teaching and learning approaches to take into account individual needs
- innovative use of technology to engage learners
- use of peer teaching and peer assessment

4.4 Others could include but is not limited to:

- communicating with parents, employers and WBL mentors (staff), negotiating industry placements

4.5 Theories, principals and models of learning and communication could include those listed in Unit 2 guidance above.

Communication explanations could include but are not limited to:

- ensuring learner interaction in both face-to-face and online settings with a mixture of synchronous and asynchronous learning
- identification and removal of barriers to communication
- communication as a two-way process to empower the learner
- the use and development of subject-specific language

5.1 Assessments - learners must demonstrate flexibility and adaptability of types and methods of assessment to meet individual needs and assessment requirements. Examples could include but are not limited to:

- holistic use of naturally occurring evidence including, English, maths and digital

5.2 Individual learning needs - types and methods of assessment to meet individual learning needs could include but are not limited to:

- preparing learner for assessment in online and face-to-face environments
- choice of assessment methods
- feedback opportunities including the opportunity to encourage peer support

5.3 Targets should make reference to the development of English, maths and digital skills where appropriate.

5.3 Recording the outcomes: evidence should include regular recording of outcomes of assessment to take place to aid summative assessment decisions.

5.4 Assessment information - methods to communicate assessment information could include but are not limited to:

- update and maintain paper-based/digital tracking records
- individual progress reviews with learner and employer/mentor
- qualification progress statistics such as achievement and retention
- contribute to self-assessment report (SAR) and quality improvement plan (QIP)
- analysis of 3 year data trends for inspection

5.5 Assessment practice could include but is not limited to:

- embedded assessment opportunities including work-based setting where appropriate
- naturally occurring evidence within the academic and/or work-based setting
- use of technology to support online, remote and blended assessment
- consideration of validity, accuracy, currency, reliability and sufficiency of assessment methods and evidence produced

Theories, principles and models of assessment could include those listed in Unit 2 guidance above.

Learners must make links to their own teaching practice.

6.1 and 6.2 minimum core elements - learners must be aware of minimum core elements and current terminology, for example, English, maths and digital.

Learner responses could include ways to develop digital skills to promote and enhance active learning in face-to-face and online settings.

7.1 and 7.2 Theories and models of reflection and evaluation could include those listed in Unit 2 guidance above.

7.2 Methods to analyse ways to improve own planning, delivering and assessing could include but are not limited to:

- observation feedback from workplace/industry mentor or manager self-reflection on taught sessions
- CPD activities including workplace updating, job shadowing and wider research of subject specialism
- attendance to awarding organisation training, webinars and updating events
- mentor support/coaching

Types of evidence

Evidence must include:

- observation of teaching practice

- scheme of work
- teaching and learning plans
- resources that actively promote equality and value diversity and meet the identified needs of specific learners

Evidence could include:

- assignment
- report
- research project
- individual presentation
- case studies
- self-reflective account and action plan
- work products such as:
 - sample assessment materials
 - feedback forms or inclusive resources
 - lesson rationale or learner individual learning plan
 - action plan
 - learner progression trackers
 - tutorial records
 - sample resources

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to investigate practice in own area of specialism	1.1 Analyse the application of pedagogical principles in own area of specialism
	1.2 Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism
2 Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning	2.1 Use initial and diagnostic assessment to agree learners' individual learning goals and learning preferences
	2.2 Devise a scheme of work taking account of: • the needs of learners • the delivery model • internal and external requirements
	2.3 Design teaching and learning plans which take account of: • the individual goals, needs and learning preferences of all learners • curriculum requirements

	2.4 Identify opportunities for learners and others to provide feedback to inform inclusive practice
	2.5 Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication, and assessment
3 Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment	3.1 Analyse theories of behaviour management
	3.2 Establish and sustain a safe, inclusive learning environment
	3.3 Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management
4 Be able to apply theories, principles and models of learning and communication to deliver inclusive teaching and learning	4.1 Design resources that: - actively promote equality and value diversity - meet the identified needs of specific learners
	4.2 Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners
	4.3 Demonstrate ways to promote equality and value diversity in own teaching
	4.4 Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression
	4.5 Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication
5 Be able to apply theories, models, and principles of assessment to assessing learning in education and training	5.1 Design assessments that meet the individual needs of learners
	5.2 Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements
	5.3 Demonstrate the use of assessment data in: - monitoring learners' achievement, attainment, and progress - setting learners' targets - planning subsequent sessions - recording the outcomes of assessment
	5.4 Communicate assessment information to other professionals with an interest in learner achievement

	5.5 Explain how own assessment practice has taken account of theories, models, and principles of assessment
6 Be able to implement expectations of the minimum core in planning, delivering, and assessing inclusive teaching and learning	6.1 Analyse ways in which minimum core elements can be demonstrated in planning, delivering, and assessing inclusive teaching and learning
	6.2 Apply minimum core elements in planning, delivering, and assessing inclusive teaching and learning
7 Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering, and assessing inclusive teaching and learning	7.1 Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering, and assessing inclusive teaching and learning
	7.2 Analyse ways to improve own practice in planning, delivering, and assessing inclusive teaching and learning

Unit 4: Wider professional practice and development in education and training

Unit Title	Level	GLH	Credits	Unit Reference
Wider professional practice in education and training	5	50	15	H/650/2881
The purpose of this unit is to provide learners with knowledge, understanding and skills relating to wider professional practice in education and training. It includes understanding professionalism and professional values in education and training, the policy context of education and training, the impact of being accountable to stakeholders and external bodies, and the organisational context of education and training. It also includes understanding and contributing to the quality improvement and quality assurance arrangements of an organisation.				
Delivery and Assessment Guidance A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured. Additional Indicative Content: 2.1 Social, political and economic factors: Social factors could include but are not limited to: • widening participation • engaging not in education, employment or training (NEET) learners • local initiatives • community demographic and needs Political factors could include but are not limited to: • government legislation • current educational policies and initiatives • community regeneration • influence of national events on educational policy • devolution Economic factors could include but are not limited to: • local enterprise partnership (LEP) • economic growth and regeneration projects • identification of local, regional and national skills gaps • strategic partnerships with business • employment opportunities				

- changing workforce demographics

2.2 Current educational policies on curriculum and the impact of current educational policies on curriculum could include but are not limited to:

- safeguarding and Prevent
- functional skills
- digital skills
- apprenticeship reform
- changes to the further education inspection framework
- promotion of employability and wider skills
- FE white paper

3.1 Stakeholders and external bodies could include but are not limited to:

- workplace mentors and/or managers
- senior management
- awarding organisations
- employers
- parents/carers
- higher education institutes
- training providers
- local authority
- external inspection (for example Ofsted, funding agencies)

4.1 Policies could include but are not limited to:

- safeguarding and Prevent
- Data Protection Act (especially with the need to be able to communicate virtually)
- teaching, learning and assessment
- CPD
- additional learning support provision
- e-safety, acceptable use of IT
- assessment
- malpractice and maladministration
- health and safety

4.2 organisational requirements could include but are not limited to:

- safeguarding and Prevent
- Data Protection Act (especially with the need to be able to communicate virtually)

5.1 Quality improvement arrangements could include but are not limited to:

- self-assessment report (SAR)
- quality improvement plan (QIP)
- learner feedback from induction, mid-point and exit questionnaires
- support from teaching and learning coach/advanced practitioner

- organisational approach to formal teaching observations
- CPD opportunities
- quality assurance strategy and sampling plans
- standardisation meetings to ensure consistency across delivery and assessment
- online course files
- external quality assurance

5.3 Evaluation methods could include but are not limited to:

- formal and informal learner feedback
- learner forum feedback
- value added rates
- analyse 3-year data trends for achievement and retention
- interview early leavers to review information, advice and guidance
- mid-point, on programme learner questionnaires
- staff feedback including delivery, assessment and quality assurance team

Types of evidence

Evidence could include:

- research project
- assignment
- report
- individual or small group presentation
- professional discussion
- personal reflective diary
- programme/qualification self-assessment report/self-evaluation
- programme/qualification quality improvement plan
- written answers

Learning Outcomes		Assessment Criteria
The learner will:		The learner can:
1	Understand professionalism and the influence of professional values in education and training	1.1 Define the concepts of professionalism and dual professionalism in education and training
		1.2 Explain ways in which own professional values influence own practice in an area of specialism
2	Understand the policy context of education and training	2.1 Explain ways in which social, political, and economic factors influence education policy
		2.2 Analyse the impact of current educational policies on curriculum and practice in own area of specialism

3	Understand the impact of accountability to stakeholders and external bodies on education and training	3.1 Explain the roles of stakeholders and external bodies in education and training
		3.2 Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training
		3.3 Explain why it is important to work in partnership with employers and other stakeholders in education and training
		3.4 Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism
4	Understand the organisational context of education and training	4.1 Explain key aspects of policies, codes of practice and guidelines of an organisation
		4.2 Analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism
5	Be able to contribute to the quality improvement and quality assurance arrangements of own organisation	5.1 Analyse the quality improvement and quality assurance arrangements of own organisation
		5.2 Explain the function of self-assessment and self-evaluation in the quality cycle
		5.3 Evaluate a learning programme taking account of the quality arrangements of own organisation
		5.4 Identify areas for improvement in a learning programme taking account of the outcomes of evaluation

4.2 Optional Units

Unit 5: Action research

Unit Title	Level	GLH	Credits	Unit Reference
Action research	5	50	15	A/650/2770
The aim of this unit is to enable learners to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. It also involves evaluating own practice in relation to action research.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the purpose and nature of action research	1.1 Explain the purpose of action research
	1.2 Analyse key features of the action research process
	1.3 Analyse the implications of a model of action research
2 Be able to initiate action research	2.1 Justify own choice of an area of practice for action research
	2.2 Plan a clear intervention strategy
	2.3 Justify the choice and timescales of an intervention strategy
	2.4 Explain how ethical and political considerations and issues of confidentiality will be observed in practice

	2.5 Implement a clear intervention strategy
3 Understand ways of carrying out action research	3.1 Evaluate methods for action research
	3.2 Evaluate methods of collecting qualitative and quantitative data
	3.3 Review ways in which collected data may be analysed
4 Be able to carry out action research	4.1 Draw on selected literature relating to an area of practice for action research
	4.2 Justify own choice of methods selected for action research
	4.3 Collect data relating to an area of practice for action research
	4.4 Analyse data collected from action research
	4.5 Present data collected from action research
	4.6 Draw conclusions based on findings from action research
5 Be able to present the outcomes of action research	5.1 Report own findings and conclusions from action research
	5.2 Justify own recommendations for action to be taken based on conclusions from action research
6 Be able to evaluate own practice in relation to action research	6.1 Analyse the effectiveness of own practice in relation to action research
	6.2 Identify own strengths and areas for improvement in relation to action research
	6.3 Plan opportunities to improve own skills in action research

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

Unit Title	Level	GLH	Credits	Unit Reference
Action learning to support development of subject specific pedagogy	5	50	15	D/650/2771
The aim of this unit is to enable the learner to investigate an area of interest related to the teaching of their own subject specialist area. It includes selecting and justifying a relevant area of interest, using appropriate research methodology, reviewing current relevant literature and evaluating other subject specialists. It also involves engaging with peers, evaluating strengths and areas for development in own practice, and presenting findings clearly and objectively.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand how to identify an area of interest related to practice in own subject specific area	1.1 Justify own selection of an area of interest for investigation
	1.2 Evaluate ways in which enhanced knowledge from investigation of an area of interest could improve subject specific pedagogy
2 Be able to investigate current good practice in own subject specific area	2.1 Justify own selection of sources for investigation
	2.2 Critically review current literature relating to practice in own subject specific area
	2.3 Evaluate the practice of other subject specialists in own subject specific area
3 Be able to work with others to improve own skills in reflective practice	3.1 Engage in professional debate within an action learning set
	3.2 Engage in reflection on practice with peers

4	Be able to evaluate own practice in a subject specific area	4.1 Identify own strengths and areas for improvement in relation to a selected area of interest
		4.2 Evaluate the potential impact on own practice of new learning from investigation of an area of interest
5	Be able to apply learning from investigation of an area of interest to own practice in a subject specific area	5.1 Justify selected areas for development based on findings from investigation of an area of interest
		5.2 Evaluate the benefits of changes made to own practice
6	Be able to present findings from investigation of an area of interest in own subject specific area	6.1 Report own findings from investigation of an area of practice
		6.2 Justify own conclusions drawn from investigation of an area of practice
		6.3 Justify own recommendations for improving practice within subject specific pedagogy

Unit 7: Delivering employability skills

Unit Title	Level	GLH	Credits	Unit Reference
Delivering employability skills	4	20	6	H/650/2773
The aim of this unit is to enable learners to deliver employability skills sessions. It includes consideration of the differences between employability and employment skills; the personal qualities, skills and techniques needed for the delivery of employability skills; and how the learning environment and personal presentation influence the success of the delivery of employability skills. It also includes delivering employability skills and using techniques and practices that reflect the workplace.				
Delivery and Assessment Guidance The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. There is a requirement to observe and assess practice in this unit. See practice requirements in the Qualification Specification for further guidance on practice and observation hours required for the qualification.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the difference between employability skills and employment skills	1.1 Discuss the difference between employability skills and employment skills
	1.2 Review the advantages and disadvantages of each in the current marketplace/workplace
2 Understand the personal qualities, skills and competencies for employability skills delivery	2.1 Analyse the skills, qualities and competencies required for delivering employability skills and review own strengths and weaknesses in this context
	2.2 Demonstrate and evaluate interpersonal skills and a range of creative communication techniques appropriate to persuasive employability skills delivery
	2.3 Select, use and justify a range of constructive feedback techniques to underpin employability skills training
3 Understand how to plan and deliver creative,	3.1 Explain and justify how the needs of target audiences should be taken into account when planning and

innovative and inclusive sessions appropriate for employability skills delivery	preparing employability skills training sessions and support materials
	3.2 Identify and review the strengths and weaknesses of a range of training techniques and approaches to teaching employability skills to highlight the importance of creativity and innovation
4 Understand how to use group contracts, rewards and penalties to reflect the workplace	4.1 Employ and evaluate a range of strategies used to transform the training area to reflect a realistic working environment
	4.2 Employ and evaluate a range of strategies that challenge pre-conceptions of appropriate dress and behaviour
5 Be able to use techniques and practices that reflect the workplace	5.1 Discuss the principles of the design of group contracts, justifying how they reflect the needs of the workplace
	5.2 Analyse ways of negotiating and defining behavioural parameters for employability training in the production of the group contract
6 Understand the need for continuous personal development to reflect changing sector/ marketplace requirements	6.1 Explain, justify and use a proactive approach to personal updating and development that will reflect changing sector/marketplace requirements
	6.2 Use reflective practice and feedback from others to evaluate own role in delivering employability skills and identify areas for personal development, suggesting modifications to own practice

Unit 8: Develop and prepare resources for learning and development

Unit Title	Level	GLH	Credits	Unit Reference
Develop and prepare resources for learning and development	4	25	6	J/650/2774
The aim of this unit is to assess competence in developing and preparing resources to support learning and development.				
Delivery and Assessment Guidance				
This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed. For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered, and the evidence generated can be internally and externally quality assured. See internal assessment in the Qualification Specification for further information on the types of evidence that can be presented within a learner's portfolio. See practice requirements in the Qualification Specification for further guidance on practice and observation hours required for the qualification.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand principles underpinning development and preparation of resources for learning and development	1.1 Explain principles underpinning resource selection for learning and development
	1.2 Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies
	1.3 Evaluate the contribution of technology to the development of learning and development resources
2 Be able to develop resources to meet	2.1 Agree needs of learners for whom resources are being developed

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

Unit 9: Developing learning and development programmes

Unit Title	Level	GLH	Credits	Unit Reference
Developing learning and development programmes	4	30	6	K/650/2775
The aim of this unit is to assess a learning and development practitioner's competence in developing learning and development programmes. It does not include the detailed preparation or implementation of the programme.				
Delivery and Assessment Guidance				
This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulation, projects or assignments are not allowed for this learning outcome. For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered, and the evidence generated can be internally and externally quality assured. See internal assessment in the Qualification Specification for further information on the types of evidence that can be presented within a learner's portfolio. See practice requirements in the Qualification Specification for further guidance on practice and observation hours required for the qualification.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the principles underpinning the development of learning and development programmes	1.1 Explain the objectives of learning and development programmes
	1.2 Evaluate the factors of learning and development programmes that impact on: - development - delivery - assessment and accreditation
	1.3 Explain the importance of learner involvement when developing learning and development programmes
	1.4 Evaluate the risks that need to be managed when developing learning and development programmes

	1.5 Compare methodologies to monitor and evaluate learning and development programmes
2 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 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

Unit 10: Developing, using, and organising resources within a specialist area

Unit Title	Level	GLH	Credits	Unit Reference
Developing, using, and organising resources within a specialist area	5	50	15	L/650/2776
The aim of this unit is 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.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the purpose and use of resources in own specialist area	1.1 Explain the purpose of resources in learning and teaching
	1.2 Evaluate the effectiveness of specific resources in own specialist area in meeting individual learning needs
2 Be able to develop and use inclusive resources in own specialist area	2.1 Analyse principles of resource design
	2.2 Evaluate sources that inform resource development in own specialist area
	2.3 Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area
	2.4 Analyse ways in which resources can be adapted to enable an inclusive approach on own specialist area
	2.5 Design resources, including resources that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area

	2.6 Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area
	2.7 Employ resources to engage and meet the individual needs of learners in own specialist area
3 Understand how to organise and enable access to resources	3.1 Explain ways in which resources can be classified and stored
	3.2 Review ways of sharing resources with other learning professionals
4 Understand legal requirements and responsibilities relating to the development and use of resources	4.1 Review legal requirements and responsibilities relating to the development and use of resources
	4.2 Analyse the implications of intellectual property rights and copyright for the development and use of resources
5 Understand how to evaluate own practice in relation to development and use of resources in own specialist area	5.1 Evaluate the effectiveness of own practice in relation to development and use of resources to engage and meet the individual needs of learners in own specialist area
	5.2 Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area
	5.3 Plan opportunities to improve own skills in development and use of resources

Unit 11: Effective partnership working in the learning and teaching context

Unit Title	Level	GLH	Credits	Unit Reference
Effective partnership working in the learning and teaching context	4	50	15	M/650/2777
The aim of this unit is 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.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the purpose and nature of partnership working	1.1 Explain reasons for partnership working
	1.2 Review opportunities and challenges of working within a partnership
	1.3 Review models of partnerships
	1.4 Explain ways of sustaining partnerships and their outputs
	1.5 Explain the need for ground rules and terms of reference in partnership working
	1.6 Justify the need for realistic timescales and deadlines in effective partnership working
2 Understand the purpose, aims and	2.1 Explain the purpose of a specific partnership

objectives of a partnership	2.2 Identify the aims and objectives of a specific partnership
3 Understand the structure and management of a partnership	3.1 Review individual roles and responsibilities within a specific partnership
	3.2 Summarise the potential contribution of stakeholders to a specific partnership
	3.3 Identify boundaries of individual roles and ownership issues within a specific partnership
	3.4 Review resource implications for a specific partnership and its individual members
	3.5 Review how a specific partnership is managed identifying potential management issues
4 Understand how to measure and report on a partnership's outputs	4.1 Summarise performance indicators used to measure the effectiveness of a specific partnership
	4.2 Review the effectiveness of a specific partnership's outputs drawing on valid and reliable data
	4.3 Summarise methods of presenting partnership outputs to interested parties
5 Understand how to communicate effectively within a partnership	5.1 Summarise methods for effective communication between partners
	5.2 Review the communication strategy of a specific partnership
	5.3 Review own communication methods and skills as a partnership member
6 Understand the wider context within which a partnership operates	6.1 Explain the potential impact of other stakeholders and agencies relating to a specific partnership
	6.2 Summarise the impact of key government policies and initiatives on a specific partnership
	6.3 Review ways for a partnership to establish and maintain communities of practice

Unit 12: Engage with employers to facilitate workforce development

Unit Title	Level	GLH	Credits	Unit Reference
Engage with employers to facilitate workforce development	4	30	6	D/650/2780
The aim of this unit is to assess a practitioner's competence in designing and delivering learning and development solutions to businesses.				
Delivery and Assessment Guidance				
This unit assesses understanding and occupational competence. Evidence for learning outcomes 5 and 6 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes. For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered, and the evidence generated can be internally and externally quality assured. See internal assessment in the Qualification Specification for further information on the types of evidence that can be presented within a learner's portfolio. See practice requirements in the Qualification Specification for further guidance on practice and observation hours required for the qualification.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the opportunities available for workforce development	1.1 Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio- economic requirements
	1.2 Explain what constitutes workforce development in a business context
	1.3 Explain the funding opportunities available for workforce development
2 Understand how to engage with employers	2.1 Analyse information about individual employers and employment sectors, locally and nationally

to promote workforce development	2.2 Explain how to gauge employers' level of interest in workforce development opportunities
	2.3 Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development
3 Understand how to design learning and development opportunities in the workplace	3.1 Analyse what motivates employees to undertake learning and development in the workplace
	3.2 Explain the key factors to be considered when designing learning and development solutions for employers and employees
	3.3 Critically compare learning and development programmes which already exist with newly developed opportunities
4 Understand how to facilitate learning and development opportunities in the workplace	4.1 Identify the sources of support and resources that are available from stakeholders
	4.2 Explain how employees might overcome obstacles when engaging with learning and development
	4.3 Explain how to select, support and monitor staff delivering learning and development solutions
	4.4 Evaluate the impact of workforce development opportunities on: ▪ Employees ▪ Businesses
5 Engage with employers on workforce development issues	5.1 Research information about the business needs of employers in relation to productivity and performance
	5.2 Report to employer's employee development needs in a professional manner
6 Work with employers to facilitate workforce development solutions	6.1 Prepare information and advice for the employer on solutions relevant to their business
	6.2 Review employer workforce development needs using methods relevant to the nature of the business and its employees
	6.3 Propose solutions that recognise the needs of the workforce
	6.4 Implement processes to develop and support the workforce within a business partnership with the employer

	6.5 Provide ongoing evaluation of workforce development for the purposes of quality improvement
	6.6 Work with the employer to measure the impact of workforce development on their business

Unit 13: Equality and diversity

Unit Title	Level	GLH	Credits	Unit Reference
Equality and diversity	4	25	6	F/650/2781
This aim of this unit is to enable learners to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

Learning Outcomes	Assessment Criteria
The learner will:	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 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 Review own contribution to promoting equality and valuing diversity in lifelong learning	5.1 Reflect on own strengths in promoting equality and valuing diversity
	5.2 Evaluate the impact of own practice in promoting equality and valuing diversity
	5.3 Identify areas for further personal development in promoting equality and valuing diversity

Unit 14: Evaluating learning programmes

Unit Title	Level	GLH	Credits	Unit Reference
Evaluating learning programmes	4	10	3	H/650/2782
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.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the principles of evaluating learning programmes	1.1 Analyse the principles of evaluating learning
	1.2 Discuss how the principles can be applied to learning programmes
2 Understand and use evaluation methods	2.1 Develop a framework for the evaluation of learning programmes
	2.2 Devise objectives in order to achieve evaluation aims
	2.3 Apply and justify methods for evaluating the effectiveness of learning programmes
3 Understand how to collect and analyse data for the purpose of evaluating learning programmes	3.1 Apply relevant guidelines and legislation relevant to the collection and analysis of data
	3.2 Apply and justify methods of collecting data used to evaluate learning programmes
	3.3 Apply and justify methods of analysing data used to evaluate learning

4	Understand how evaluation results can be used to improve learning programmes	4.1 Apply techniques and methods to present an analysis of evaluation results
		4.2 Explain how evaluation results can be used to improve learning programmes, identifying factors affecting implementation
5	Understand how to evaluate the effectiveness of own practice	5.1 Review own practice in evaluating learning, reflecting on validity and reliability of data collected and the effectiveness of methods used.

Unit 15: Identify the learning needs of organisations

Unit Title	Level	GLH	Credits	Unit Reference
Identify the learning needs of organisations	4	30	6	K/650/2784
The aim of this unit is to assess a learning and development practitioner's competence in carrying out a learning or training needs analysis for an organisation.				
Delivery and Assessment Guidance				
'Organisation' in this context is taken to mean any group or team learning together as well as a whole organisation. This unit assesses understanding and occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes. For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered, and the evidence generated can be internally and externally quality assured. See internal assessment in the Qualification Specification for further information on the types of evidence that can be presented within a learner's portfolio. See practice requirements in the Qualification Specification for further guidance on practice and observation hours required for the qualification.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the principles and practices of learning needs analysis for organisations	1.2 Explain the principles and practice of learning needs analysis for organisations
	1.3 Analyse the factors that can influence the identification of organisational learning needs
	1.4 Explain why it is important to gain the support and commitment of relevant people
	1.5 Review the methodologies required for a learning needs analysis

2	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	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

Unit 16: Inclusive practice

Unit Title	Level	GLH	Credits	Unit Reference
Inclusive practice	4	50	15	L/650/2785
The aim of this unit is to develop the learner's 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.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

Learning Outcomes	Assessment Criteria
The learner will:	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

Unit 17: Internally assure the quality of assessment

Unit Title	Level	GLH	Credits	Unit Reference
Internally assure the quality of assessment	4	45	6	M/650/2786
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.				
Delivery and Assessment Guidance				
Evidence for all learning outcomes must come from performance in the work environment. There must be evidence of the internal quality assurer (IQA) learner monitoring a minimum of 2 assessors, each with a minimum of 2 trainees of their own, through components of a qualification. All learning outcomes in this unit must be assessed using methods appropriate to the learner IQA performance. These must include: • observation of performance • examining products of work • questioning. Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony. Simulations are not allowed.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 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 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 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 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 Maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment	5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare
	5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance
	5.3 Critically reflect on own practice in internally assuring the quality of assessment
	5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment

Unit 18: Manage learning and development in groups

Unit Title	Level	GLH	Credits	Unit Reference
Manage learning and development in groups	4	30	6	R/650/2787
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.				
Delivery and Assessment Guidance This unit assesses occupational competence. Evidence for the learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed. For learning outcome 1, a range of assessment evidence can be used as long as the assessment criteria are covered, and the evidence generated can be internally and externally quality assured. See internal assessment in the Qualification Specification for further information on the types of evidence that can be presented within a learner's portfolio. See practice requirements in the Qualification Specification for further guidance on practice and observation hours required for the qualification.				

Learning Outcomes	Assessment Criteria
The learner will:	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 Manage group learning and development environments	2.1 Facilitate communication, collaboration and learning between group members
	2.2 Use motivational methods to engage the group and its individual members in the learning and development process
	2.3 Consult with group members to adapt their learning and development environments to improve their learning outcomes
	2.4 Manage the risks associated with group learning and development
3 Apply methodologies to manage learning and development in groups	3.1 Involve learners in agreeing group learning and development objectives
	3.2 Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group
	3.3 Manage group learning strategies and delivery methods to reflect changing requirements
	3.4 Provide individual advice to learners to assist their decision-making about future learning needs
4 Manage learning and development in groups to comply with legal and organisational requirements	4.1 Support learners' rights in relation to equality, diversity and inclusion
	4.2 Minimise risks to safety, health, wellbeing and security of learners
	4.3 Manage confidentiality in relation to learners and the organisation
	4.4 Maintain learning and development records in accordance with organisational procedures

Unit 19: Preparing for the coaching role

Unit Title	Level	GLH	Credits	Unit Reference
Preparing for the coaching role	4	15	3	T/650/2788
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.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

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

	• 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 a client records of interaction and progress towards agreed objectives and goals
	3.4 Analyse client responsibility and autonomy for making changes

Unit 20: Preparing for the mentoring role

Unit Title	Level	GLH	Credits	Unit Reference
Preparing for the mentoring role	4	15	3	Y/650/2789
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.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

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

	• 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
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 mentoring agreement
	3.3 Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals
	3.4 Analyse client responsibility and autonomy for making changes

Unit 21: Preparing for the personal tutoring role

Unit Title	Level	GLH	Credits	Unit Reference
Preparing for the personal tutoring role	4	15	3	F/650/2790
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.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

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

	2.4 Analyse strategies to enable learners to engage with learning
	2.5 Explain factors which identify learners at risk of disengaging from learning
3 Understand the use of personal tutoring in a specific context	3.1 Describe the range of support available for learners within a specific context
	3.2 Explain legal and organisational requirements relating to: • data protection • copyright • privacy • confidentiality; and • safe-guarding and disclosure
	3.3 Explain how to work with others in a specific context to support learners
	3.4 Explain how to work with external stakeholders and partners to support learners
4 Understand how to create personal learning targets	4.1 Explain the purpose of an individual learning plan
	4.2 Analyse approaches to support learners to create personal learning targets
	4.3 Explain the importance of reviewing learner progress and targets

Unit 22: Principles and practice of lip-reading teaching

Unit Title	Level	GLH	Credits	Unit Reference
Principles and practice of lip-reading teaching	4	48	12	H/650/2791
The aim of this unit is to provide learners with the specialist knowledge, understanding and specialist techniques needed to become an effective teacher of lipreading to adults.				
Delivery and Assessment Guidance				
There is a requirement to observe and assess practice in this unit. The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered, and the evidence generated can be internally and externally quality assured. See internal assessment in the Qualification Specification for further information on the types of evidence that can be presented within a learner's portfolio. See practice requirements in the Qualification Specification for further guidance on practice and observation hours required for the qualification.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the physiological processes and psychological functions of hearing	1.1 Identify the physiological processes involved in hearing
	1.2 Identify the psychological functions of hearing
2 Understand the effects of acquired hearing loss	2.1 Analyse factors 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	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

Unit 23: Specialist delivery techniques and activities

Unit Title	Level	GLH	Credits	Unit Reference
Specialist delivery techniques and activities	4	30	9	J/650/2792
This unit aims to enable the learner to explore the use of specialist delivery techniques in their own specialist vocational or subject area.				
Delivery and Assessment Guidance				
The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered, and the evidence generated can be internally and externally quality assured. See internal assessment in the Qualification Specification for further information on the types of evidence that can be presented within a learner's portfolio. See practice requirements in the Qualification Specification for further guidance on practice and observation hours required for the qualification.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the role of specialist delivery techniques in a specific area	1.1 Explain the purpose of specialist delivery techniques in meeting learner needs in a specific area
	1.2 Identify learning needs that can be met through the use of specialist delivery techniques
	1.3 Justify the use of specialist delivery techniques to meet the needs of learners in a specific area
2 Be able to develop specialist delivery techniques and learning activities in own specific area	2.1 Review issues that influence the development of specialist delivery techniques
	2.2 Select specialist delivery techniques to meet the needs of learners

	2.3 Plan the use of specific leaning activities to support specialist delivery techniques
	2.4 Select resources to support specialist delivery techniques and learning activities
	2.5 Identify ways in which specialist delivery techniques can be adapted to meet the needs of individual learners
3 Be able to use specialist delivery techniques and learning activities	3.1 Use specialist delivery techniques and learning activities to meet the needs of learners
	3.2 Use resources to support specialist delivery techniques and learning activities
4 Be able to evaluate own practice in relation to specialist delivery techniques	4.1 Review the effectiveness of own use of specialist delivery techniques to meet the needs of learners
	4.2 Identify strengths and areas for improvement in own skills in the development and use of specialist delivery techniques

Unit 24: Teaching in a specialist area

Unit Title	Level	GLH	Credits	Unit Reference
Teaching in a specialist area	4	50	15	K/650/2793
The aim of this unit is 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.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the aims and philosophy of education and training in a specialist area	1.1 Explain key aims of education and training in own specialist area
	1.2 Analyse philosophical issues relating to education and training in own specialist area
2 Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area	2.1 Describe the aims and structure of key qualifications in own specialist area
	2.2 Describe the aims and structure of learning programmes in own specialist area
	2.3 Explain how own approach to the 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 learning and teaching 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 learning and teaching in a specialist area	4.1 Analyse ways in which learning and teaching 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 learning and teaching 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 own specialist area
		6.3 Identify opportunities to improve and update own knowledge and skills in a specialist area

Unit 25: Understanding and managing behaviours in a learning environment

Unit Title	Level	GLH	Credits	Unit Reference
Understanding and managing behaviours in a learning environment	4	20	6	R/650/2796
The aim of this unit is 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.				
Delivery and Assessment Guidance There is a requirement to observe and assess practice in this unit. The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered, and the evidence generated can be internally and externally quality assured. See internal assessment in the Qualification Specification for further information on the types of evidence that can be presented within a learner's portfolio. See practice requirements in the Qualification Specification for further guidance on practice and observation hours required for the qualification.				

Barred Combinations: Candidates may not include the same unit at more than one level in any qualification.

34	Understanding and managing behaviours in a learning environment	4	20	6	R/650/2796
may not be taken with:					
35	Understanding and managing behaviours in a learning environment	5	20	6	T/650/2797

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand potential factors leading to behaviours that disrupt a learning environment	1.1 Describe behaviours that can occur in a learning environment
	1.2 Explain potential factors leading to behaviours that can disrupt a learning environment
2 Understand organisational policies relating to managing behaviours in the 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 practices 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 behaviour in a learning environment

Unit 26: Understanding and managing behaviours in a learning environment

Unit Title	Level	GLH	Credits	Unit Reference
Understanding and managing behaviours in a learning environment	5	20	6	T/650/2797
The aim of this unit is 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.				
Delivery and Assessment Guidance There is a requirement to observe and assess practice in this unit. The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered, and the evidence generated can be internally and externally quality assured. See internal assessment in the Qualification Specification for further information on the types of evidence that can be presented within a learner's portfolio. See practice requirements in the Qualification Specification for further guidance on practice and observation hours required for the qualification.				

Barred Combinations: Candidates may not include the same unit at more than one level in any qualification.					
34	Understanding and managing behaviours in a learning environment	4	20	6	R/650/2796
may not be taken with:					
35	Understanding and managing behaviours in a learning environment	5	20	6	T/650/2797

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the characteristics and impact of behaviours in a learning environment	1.1 Analyse behaviours that can occur in a learning environment
	1.2 Analyse potential factors contributing to behaviours in a learning environment
	1.3 Analyse the impact of behaviours on a learning environment
2 Understand legislation and organisational policies relating to managing behaviours in a learning environment	2.1 Analyse legislation relating to managing behaviours in a learning environment
	2.2 Analyse organisational policies relating to managing behaviours in a learning environment
3 Be able to apply theories on 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 managing behaviours in a learning environment

Unit 27: Understanding the principles and practices of externally assuring the quality of assessment

Unit Title	Level	GLH	Credits	Unit Reference
Understanding the principles and practices of externally assuring the quality of assessment	4	45	6	L/650/2794
The aim of this unit is to assess the knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the context and principles of external quality assurance	1.1 Analyse the functions of external quality assurance of assessment in learning and development
	1.2 Evaluate the key concepts and principles of external quality assurance of assessment
	1.3 Evaluate the roles of practitioners involved in the quality assurance process
	1.4 Explain the regulations and requirements for external and internal quality assurance in own area of practice
2 Understand how to plan the external quality assurance of assessment	2.1 Evaluate the importance of planning and preparing external quality assurance activities
	2.2 Explain what an external quality assurance plan should contain
	2.3 Summarise the preparations that need to be made for external quality assurance activities, including: - information collection - communications - administrative arrangements - 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	4.1 Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment
	4.2 Evaluate standardisation requirements relevant to the external quality assurance of assessment
	4.3 Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements
	4.4 Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment
5 Understand how to manage information relevant to external quality assurance	5.1 Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance
6 Understand the legal and good practice requirements relating to external quality assurance	6.1 Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare
	6.2 Critically compare different ways in which technology can contribute to external quality assurance
	6.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment
	6.4 Explain the value of reflective practice and continuing professional development in relation to external quality assurance

Unit 28: Understanding the principles and practices of internally assuring the quality of assessment

Unit Title	Level	GLH	Credits	Unit Reference
Understanding the principles and practices of internally assuring the quality of assessment	4	45	6	M/650/2795
The aim of this unit is to assess the knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered, and the evidence generated can be internally and externally quality assured.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the context and principles of internal quality assurance	1.1 Explain the functions of internal quality assurance in learning and development
	1.2 Explain the key concepts and principles of the internal quality assurance of assessment
	1.3 Explain the roles of practitioners involved in the internal and external quality assurance process
	1.4 Explain the regulations and requirements for internal quality assurance in own area of practice
2 Understand how to plan the internal quality assurance of assessment	2.1 Evaluate the importance of planning and preparing internal quality assurance activities
	2.2 Explain what an internal quality assurance plan should contain
	2.3 Summarise the preparations that need to be made for internal quality assurance, including: - information collection - communications - administrative arrangements - resources

3	Understand techniques and criteria for monitoring the quality of assessment internally	3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology
		3.2 Explain the appropriate criteria to use for judging the quality of the assessment process
4	Understand how to internally maintain and improve the quality of assessment	4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment
		4.2 Explain standardisation requirements in relation to assessment
		4.3 Explain relevant procedures regarding disputes about the quality of assessment
5	Understand how to manage information relevant to the internal quality assurance of assessment	5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment
6	Understand the legal and good practice requirements for the internal quality assurance of assessment	6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare
		6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment
		6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance
		6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment

Unit 29: Action learning for teaching in a specialist area of disability

Unit Title	Level	GLH	Credits	Unit Reference
Action learning for teaching in a specialist area of disability	5	40	15	J/650/2882
This unit aims to enable learners to understand and investigate a specific impairment and its impact on learning and teaching. Learners will investigate practice in an area of disability and apply this learning to their own practice.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the impact of a specific impairment on teaching and learning	1.1 Review current literature around a specific impairment
	1.2 Explain ways of adjusting practice for learners with a specific impairment
	1.3 Evaluate specific support within an organisation for learners with a specific impairment
2 Understand how to investigate effective practice in a specialist area of disability	2.1 Analyse ways to include disabled learners in an investigation
	2.2 Explain ethical considerations when involving disabled learners
	2.3 Evaluate a range of action learning research methods
3 Be able to investigate practice in a specialist area of disability	3.1 Develop a focus for investigation

	3.2 Design and implement an action plan to support the investigation
	3.3 Evaluate the practice of other teachers in your area of interest
	3.4 Report the findings of the investigation
4 Be able to apply learning from an investigation of practice to own professional practice	4.1 Analyse ways in which findings from an investigation can be used to develop own professional practice
	4.2 Evaluate own strengths and areas for improvement in a specific area of professional practice

Unit 30: Understanding theories and frameworks for teaching disabled learners

Unit Title	Level	GLH	Credits	Unit Reference
Understanding theories and frameworks for teaching disabled learners	5	40	15	K/650/2883
This unit aims to provide learners with an understanding of theories and frameworks relating to the learning and teaching of disabled young people and adults. Learners will consider factors that influence learning and learning provision including policy and regulatory frameworks.				
Delivery and Assessment Guidance				
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.				

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand key theories and research which inform the learning and teaching of disabled young people and adults	1.1 Analyse how theories of learning inform learning and teaching practice in relation to disabled learners
	1.2 Explain the importance of research in the development of learning and teaching opportunities for disabled young people and adults
	1.3 Explain how theory and research inform own practice
2 Understand factors influencing inclusive practice for disabled learners	2.1 Analyse how inclusive learning has been defined
	2.2 Explain the importance of inclusive learning for disabled learners
	2.3 Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults
	2.4 Analyse how approaches to communication and language development influence inclusive practice in relation to disabled learners

	2.5 Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning
3 Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults	3.1 Analyse how national, regional and local policy influence provision for disabled young people and adults
	3.2 Explain how current legal requirements and national policies and guidance promote the rights and wellbeing of learners
	3.3 Evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for disabled young people and adults
4 Understand factors that influence the curriculum for disabled young people and adults	4.1 Analyse how attitudes to disability, including social, cultural, and faith and belief influence learning opportunities for disabled young people and adults
	4.2 Analyse the impact of own attitudes on professional practice
	4.3 Explain how risk assessments influence the curriculum

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in Section 3 above.

3.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **Current:** the work is relevant at the time of the assessment

- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

3.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

3.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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