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Qualification Specification

NCFE Level 5 Diploma in Education and Training (601/1622/5)

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Section 1
Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 5 Diploma in Education and Training.

All information contained in this specification is correct at the time of publishing.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 5 Diploma in Education and Training.

The NCFE Level 5 Diploma in Education and Training is a competence-based qualification.

A competence-based qualification is based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a realistic work environment (RWE) in accordance with the relevant assessment requirements. For further information on the requirements please visit the qualification page on our website www.ncfe.org.uk.

About this qualification

The NCFE Level 5 Diploma in Education and Training has been accredited by the qualifications regulators for England, Wales and Northern Ireland,[1] and is part of the Qualifications and Credit Framework (QCF).

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

Geographical coverage

This qualification has been regulated for use in England, Wales and Northern Ireland. We're able to provide the qualification specification and assessment materials in the Welsh and/or Irish language where requested and appropriate.

Things you need to know

- Qualification accreditation number (QAN): 601/1622/5
- Aim reference: 60116225
- Guided learning hours (GLH): 360-500
- Credit value: 120
- QCF level: 5
- Assessment requirements: internally assessed and externally moderated portfolio of evidence.

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[1] The qualifications regulators (regulators) are Ofqual in England and Northern Ireland, and the Welsh Government in Wales.

Aims and objectives of this qualification

This qualification prepares trainee teachers to teach in a range of contexts. There is a significant practice requirement as this qualification will assess, and provide evidence of, competence when undertaking teaching and/or training responsibilities.

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

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

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

Entry guidance

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

Potential teacher trainees wishing to take any of the specialist optional units will need to evidence Level 3 personal skills in English or mathematics, as appropriate. The entry criteria and how they can be evidenced can be found in 'Criteria for entry to mathematics (numeracy) and English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK, June 2007, amended 2010).

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

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

Each of these sections comprises 2 parts:

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

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the teaching qualifications. Details can be found in the document 'Addressing literacy, language, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge understanding and personal skills: A guide for initial teacher education programmes (LLUK, 2007; updated LSIS, 2013)'. A copy is available to download on the qualification page on our website www.ncfe.org.uk.

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 units:

- teaching, learning and assessment in education and training (Level 4)
- developing teaching, learning and assessment in education and training (Level 5).

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

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.

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

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

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

Practice requirement

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

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

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

Effective teaching practice experience should ideally include:

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

Ideally, trainee teachers should have access to as many of these elements as possible during their teaching practice.

Observed and assessed practice requirements

There must be a minimum of 8 observations totalling a minimum of 8 hours. This excludes any observed practice completed as part of the Level 3 Award in Education and Training. **Any single observation must be a minimum of 30 minutes.**

Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. Centres should refer to Ofsted's 'Handbook for the Inspection of Further Education and Skills (Ofsted, 2015) to help them to make a judgement about whether a trainee teacher has met the required standard of practice in an observation.

For the Education and Training units, practice must be in a teaching and learning environment.

As stated above, there is a requirement for a minimum of 8 observations of practice. The 8 observations must be linked to the following mandatory units:

- teaching, learning and assessment in education and training (Level 4)
- developing teaching, learning and assessment in education and training (Level 5).

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 the unit Theories, principles and models in education and training (Level 5) is a prerequisite for achievement of the unit Developing teaching, learning and assessment in education and training (Level 5).

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

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

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.

Achieving this qualification

To be awarded the NCFE Level 5 Diploma in Education and Training, learners must achieve a minimum of 120 credits: 75 from the mandatory units and a minimum of 45 from the optional units. At least 61 credits must be at or above Level 5.

This qualification consists of **4** mandatory units and 35 optional units:

Mandatory units:

- Unit 01 Teaching, learning and assessment in education and training (20 credits)
- Unit 02 Developing teaching, learning and assessment in education and training (20 credits)
- Unit 03 Theories, principles and models in education and training (20 credits)
- Unit 04 Wider professional practice and development in education and training (15 credits)

Optional units:

- Unit 05 Action learning to support development of subject specific pedagogy (15 credits)
- Unit 06 Action research (15 credits)
- Unit 07 Delivering employability skills (6 credits)
- Unit 08 Develop and prepare resources for learning and development (6 credits)
- Unit 09 Develop learning and development programmes (6 credits)
- Unit 10 Developing, using and organising resources within a specialist area (15 credits)
- Unit 11 Effective partnership working in the learning and teaching context (15 credits)
- Unit 12 Engage with employers to facilitate workforce development (6 credits)
- Unit 13 Equality and diversity (6 credits)
- Unit 14 Evaluating learning programmes (3 credits)
- Unit 15 Identify the learning needs of organisations (6 credits)
- Unit 16 Inclusive practice (15 credits)
- Unit 17 Internally assure the quality of assessment (6 credits)
- Unit 18 Manage learning and development in groups (6 credits)
- Unit 19 Preparing for the coaching role (3 credits)
- Unit 20 Preparing for the mentoring role (3 credits)
- Unit 21 Preparing for the personal tutoring role (3 credits)
- Unit 22 Principles and practice of lipreading teaching (12 credits)
- Unit 23 Specialist delivery techniques and activities (9 credits)
- Unit 24 Teaching in a specialist area (15 credits)
- Unit 25 Understanding and managing behaviours in a learning environment (6 credits)
- Unit 26 Understanding the principles and practices of externally assuring the quality of assessment (6 credits)
- Unit 27 Understanding the principles and practices of internally assuring the quality of assessment (6 credits)
- Unit 28 Literacy and ESOL and the learners (20 credits)
- Unit 29 Literacy and ESOL theories and frameworks (20 credits)
- Unit 30 Literacy and the learners (15 credits)
- Unit 31 Literacy, ESOL and the learners (15 credits)
- Unit 32 Literacy theories and frameworks (15 credits)
- Unit 33 ESOL and the learners (15 credits)
- Unit 34 ESOL theories and frameworks (15 credits)
- Unit 35 Action learning for teaching in a specialist area of disability (15 credits)

- Unit 36 Understanding theories and frameworks for teaching disabled learners (15 credits)
- Unit 37 Numeracy and the learners (15 credits)
- Unit 38 Numeracy knowledge and understanding (15 credits)
- Unit 39 Managing behaviours in a learning environment (6 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 17).

To achieve the NCFE Level 5 Diploma in Education and Training, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.
Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Progression opportunities

Learners who achieve this qualification could progress to:

- Bachelor of Arts (BA) or Bachelor of Science (BSc) with Qualified Teacher Status (QTS)

Credit accumulation and transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

All units in this qualification are available for credit transfer.

Exemption

Exemption allows learners to use evidence of certificated, non-QCF achievement deemed to be of equivalent value against the requirements of a qualification. However, there are no exemptions currently identified for this qualification.

Equivalent units

This qualification has no equivalent units identified.

For more information on these approaches to accumulating and claiming credit, please see the guidance document Credit Transfer, Equivalence and Exemption in the QCF section of our website www.ncfe.org.uk.

Recognition of Prior Learning (RPL)

RPL is where a learner has previously learnt something but hasn't received formal recognition for this learning through a qualification or other form of certification. Within the QCF a learner is able to claim that they know or can do something already and don't need to attend a course to learn it again. The learner will need to prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement. For more information on the process to follow to claim RPL, contact our Quality Assurance team.

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

Qualifications on the QCF have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on our website www.ncfe.org.uk.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date (see below).

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres approved to offer the qualification will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

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

The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators or Verifiers to ensure that qualifications are delivered effectively. NCFE cannot be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

All those delivering units and/or observing and assessing practice for the Level 5 Diploma in Education and Training must have all of the following:

- a teaching qualification equivalent to QCF Level 5 or above
- evidence of relevant teaching experience in an education or training context
- access to appropriate guidance and support
- ongoing participation in related programme quality assurance processes.

There are additional requirements for those who assess and internally quality assure the Learning and Development units.

All those who assess the learning and development units must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of 2 assessors);
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment (QCF)
  - Level 3 Certificate in Assessing Vocational Achievement (QCF)
  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- show current evidence of continuing professional development in assessment and quality assurance.

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

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following assessor qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment (QCF)
  - 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
  - (QCF)
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment
  - Processes and Practice (QCF)
  - V1 Conduct internal quality assurance of the assessment process
  - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.

Please contact our Quality Assurance team should you want to clarify a member of staff's suitability.

Resource requirements

It's expected that resources needed to support delivery and assessment are of industry standard.

NCFE expects learners to have access to appropriate IT and research facilities, including relevant trade publications and educational journals. Centres will also need to have appropriately resourced teaching rooms and facilities. Learners must have access to a range of individuals and groups as needed to enable them to evidence their teaching practice requirements.

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

- Qualification Guidance – Level 5 Diploma in Education and Training, Learning and Skills Improvement Service
- Addressing literacy, language, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge understanding and personal skills: A guide for initial teacher education programmes (LLUK, 2007; updated LSIS, 2013).
- 'Handbook for the Inspection of Further Education and Skills (Ofsted, 2012) Part 2, Section B: Quality of Teaching, Learning and Assessment', Ofsted
- 'Criteria for entry to mathematics (numeracy) and English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK, June 2007, amended 2010)
- Assessed observations of practice within the Education and Training suite of qualifications, Learning and Skills Improvement Service
- Teaching and Training Qualifications for the Further Education and Skills Sector in England (2013), LSIS.

Support for learners

Learner's Evidence Tracking Log (LETL)

This gives information about this qualification and can help learners keep track of their work. LETLs can be downloaded free of charge from our website www.ncfe.org.uk. You don't have to use the LETL – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website www.ncfe.org.uk or can be requested from the Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Directory of Products and Services

This provides summary information about all NCFE qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Useful websites

Tutors may find the following website helpful for materials and resources to assist with the delivery of qualifications:

www.ncfe.org.uk/resources/course-file-documents

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Mapping to National Occupational Standards

National Occupational Standards (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.

Section 2
Assessment and moderation

How the qualification is assessed

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

This qualification must be assessed in line with the Learning and Skills Improvement Service's Qualification Guidance document.

The NCFE Level 5 Diploma in Education and Training is internally assessed.

Internal assessment

Each candidate is required to create a portfolio of evidence which demonstrates achievement of 100% of the learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro formas here: www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas.

This qualification must be assessed in line with the Learning and Skills Improvement Service's Qualification Guidance documents.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

What is moderation?

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

Section 3
Structure and content

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

The unit summary provides an overview of each unit including:

- the unit title
- the unit overview
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- the unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment).

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification please contact our Research and Product Development team on 0191 239 8000.

Unit summaries

Unit 01

Teaching, learning and assessment in education and training (H/505/0912)

The purpose of the 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.

Guided learning hours: 65

Credit value: 20

Level: 4

This unit is **mandatory**

Unit 02

Developing teaching, learning and assessment in education and training (R/505/0923)

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.

Guided learning hours: 65

Credit value: 20

Level: 5

This unit is **mandatory**

Unit summaries (cont'd)

Unit 03

Theories, principles and models in education and training (A/505/0818)

The purpose 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.

Guided learning hours: 60

Credit value: 20

Level: 5

This unit is **mandatory**

Unit 04

Wider professional practice and development in education and training (J/505/0837)

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.

Guided learning hours: 50

Credit value: 15

Level: 5

This unit is **mandatory**

Unit summaries (cont'd)

Unit 05

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

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

Guided learning hours: 50

Credit value: 15

Level: 5

This unit is **optional**

Unit 06

Action research (T/503/5380)

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

Guided learning hours: 50

Credit value: 15

Level: 5

This unit is **optional**

Unit summaries (cont'd)

Unit 07

Delivering employability skills (M/505/1089)

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

Guided learning hours: 20

Credit value: 6

Level: 4

This unit is **optional**

Unit 08

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

The aim of this unit is to assess competence in developing and preparing resources to support learning and development.

Guided learning hours: 25

Credit value: 6

Level: 4

This unit is **optional**

Unit 09

Develop learning and development programmes (M/502/9545)

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.

Guided learning hours: 30

Credit value: 6

Level: 4

This unit is **optional**

Unit summaries (cont'd)

Unit 10

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

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

Guided learning hours: 50

Credit value: 15

Level: 5

This unit is **optional**

Unit 11

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

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

Guided learning hours: 50

Credit value: 15

Level: 4

This unit is **optional**

Unit 12

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

This aim of this unit is to assess a practitioner's competence in designing and delivering learning and development solutions to businesses.

Guided learning hours: 30

Credit value: 6

Level: 4

This unit is **optional**

Unit summaries (cont'd)

Unit 13

Equality and diversity (Y/503/5789)

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.

Guided learning hours: 25

Credit value: 6

Level: 4

This unit is **optional**

Unit 14

Evaluating learning programmes (K/505/1091)

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.

Guided learning hours: 15

Credit value: 3

Level: 4

This unit is **optional**

Unit 15

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

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

Guided learning hours: 30

Credit value: 6

Level: 4

This unit is **optional**

Unit summaries (cont'd)

Unit 16

Inclusive practice (L/503/5384)

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

Guided learning hours: 50

Credit value: 15

Level: 4

This unit is **optional**

Unit 17

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

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.

Guided learning hours: 45

Credit value: 6

Level: 4

This unit is **optional**

Unit summaries (cont'd)

Unit 18

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

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.

Guided learning hours: 30

Credit value: 6

Level: 4

This unit is **optional**

Unit 19

Preparing for the coaching role (J/505/0188)

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.

Guided learning hours: 15

Credit value: 3

Level: 4

This unit is **optional**

Unit 20

Preparing for the mentoring role (L/505/0189)

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.

Guided learning hours: 15

Credit value: 3

Level: 4

This unit is **optional**

Unit summaries (cont'd)

Unit 21

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

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.

Guided learning hours: 15

Credit value: 3

Level: 4

This unit is **optional**

Unit 22

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

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.

Guided learning hours: 48

Credit value: 12

Level: 4

This unit is **optional**

Unit 23

Specialist delivery techniques and activities (R/504/0229)

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

Guided learning hours: 30

Credit value: 9

Level: 4

This unit is **optional**

Unit summaries (cont'd)

Unit 24

Teaching in a specialist area (J/505/1096)

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

Guided learning hours: 50

Credit value: 15

Level: 4

This unit is **optional**

Unit 25

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

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

Guided learning hours: 20

Credit value: 6

Level: 4

This unit is **optional**

Unit summaries (cont'd)

Unit 26

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

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.

Guided learning hours: 45

Credit value: 6

Level: 4

This unit is **optional**

Unit 27

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

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.

Guided learning hours: 45

Credit value: 6

Level: 4

This unit is **optional**

Unit 28

Literacy and ESOL and the learners (L/505/0791)

Learners will consider language change, language variety, the relationship between language and social processes and the use of English as a medium of learning. Learners will also consider factors that influence literacy and language acquisition, learning and use.

Guided learning hours: 60

Credit value: 20

Level: 5

This unit is **optional**

Unit summaries (cont'd)

Unit 29

Literacy and ESOL theories and frameworks (J/505/0790)

This unit aims to provide learners with an understanding of literacy and ESOL theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy learning and development and consider how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for literacy and ESOL learners.

Guided learning hours: 60

Credit value: 20

Level: 5

This unit is **optional**

Unit 30

Literacy and the learners (L/505/0774)

This unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.

Guided learning hours: 40

Credit value: 15

Level: 5

This unit is **optional**

Unit summaries (cont'd)

Unit 31

Literacy, ESOL and the learners (Y/505/0776)

This unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy and ESOL learners. Learners will consider language change, language variety and the relationship between language and social processes. Learners will also consider factors that influence literacy and language acquisition, learning and use.

Guided learning hours: 40

Credit value: 15

Level: 5

This unit is **optional**

Unit 32

Literacy theories and frameworks (J/505/0773)

This unit aims to provide learners with an understanding of literacy theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for literacy learners.

Guided learning hours: 40

Credit value: 15

Level: 5

This unit is **optional**

Unit summaries (cont'd)

Unit 33

ESOL and the learners (F/505/0786)

This unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors that influence literacy and language acquisition, learning and use.

Guided learning hours: 40

Credit value: 15

Level: 5

This unit is **optional**

Unit 34

ESOL theories and frameworks (A/505/0785)

This unit aims to provide learners with an understanding of ESOL theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to ESOL learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for ESOL learners.

Guided learning hours: 40

Credit value: 15

Level: 5

This unit is **optional**

Unit 35

Action learning for teaching in a specialist area of disability (J/505/0756)

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.

Guided learning hours: 40

Credit value: 15

Level: 5

This unit is **optional**

Unit summaries (cont'd)

Unit 36

Understanding theories and frameworks for teaching disabled learners (Y/505/0759)

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.

Guided learning hours: 40

Credit value: 15

Level: 5

This unit is **optional**

Unit 37

Numeracy and the learners (K/505/0765)

This unit aims to provide learners with an understanding of the factors that affect the development of numeracy learners. Learners will analyse approaches to initial and diagnostic assessment and numeracy teaching. Learners will also consider the use of technology within numeracy teaching and learning. They will consider how numeracy can impact on different contexts and subjects, how to liaise with others to promote the inclusion of numeracy in learning programmes and how to promote learning support and learner support within numeracy teaching and learning.

Guided learning hours: 40

Credit value: 15

Level: 5

This unit is **optional**

Unit summaries (cont'd)

Unit 38

Numeracy knowledge and understanding (H/505/0764)

This unit aims to enable learners to improve their numeracy knowledge, understanding and practice. Learners will consider fundamental attributes of mathematics and numeracy, the attributes of procedures within mathematics and numeracy and how the origins and status of mathematics impact on numeracy teaching. Learners will also consider the links between popular perceptions of mathematics and numeracy learning.

Guided learning hours: 40

Credit value: 15

Level: 5

This unit is **optional**

Unit 39

Managing behaviours in a learning environment (M/505/3912)

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

Guided learning hours: 20

Credit value: 6

Level: 5

This unit is **optional**

Unit 01 Teaching, learning and assessment in education and training (H/505/0912)

The learner will:

1 Understand roles, responsibilities and relationships in education and training

The learner can:

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

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The learner will:

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

The learner can:

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

The learner will:

3 Be able to plan inclusive teaching and learning

The learner can:

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; and
- 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

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Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)

The learner will:

4 Be able to create and maintain a safe, inclusive teaching and learning environment

The learner can:

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

---

The learner will:

5 Be able to deliver inclusive teaching and learning

The learner can:

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

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The learner will:

6 Be able to assess learning in education and training

The learner can:

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; and
- 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

Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)

The learner will:

7 Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning

The learner can:

7.1 Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning

7.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning

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The learner will:

8 Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning

The learner can:

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

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Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)

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, a trainee teacher 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 Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

Unit 02	Developing teaching, learning and assessment in education and training (R/505/0923)

The learner will:

1.1 Be able to investigate practice in own area of specialism

The learner can:

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

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The learner will:

2 Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning

The learner can:

2.1 Use initial and diagnostic assessments to agree learners' individual goals and learning preferences
2.2 Devise a scheme of work taking account of:
- the needs of learners;
- the delivery model; and
- 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

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Unit 02 Developing teaching, learning and assessment in education and training (R/505/0923) (cont'd)

The learner will:

3 Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment

The learner can:

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

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The learner will:

4 Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning

The learner can:

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

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Unit 02 Developing teaching, learning and assessment in education and training (R/505/0923) (cont'd)

The learner will:

5 Be able to apply theories, models and principles of assessment to assessing learning in education and training

The learner can:

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

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The learner will:

6 Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning

The learner can:

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

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The learner will:

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

The learner can:

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

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Unit 02 Developing teaching, learning and assessment in education and training (R/505/0923) (cont'd)

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, a trainee teacher 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. The unit Theories, Principles and Models in Education and Training (Level 5) is a prerequisite for this unit.

See 'Practice Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

Unit 03 Theories, principles and models in education and training (A/505/0818)

The learner will:

1 Understand the application of theories, principles and models of learning in education and training

The learner can:

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

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The learner will:

2 Understand the application of theories, principles and models of communication in education and training

The learner can:

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

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The learner will:

3 Understand the application of theories, principles and models of assessment in education and training

The learner can:

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

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The learner will:

4 Understand the application of theories and models of curriculum development within own area of specialism

The learner can:

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

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Unit 03 Theories, principles and models in education and training (A/505/0818) (cont'd)

The learner will:

5 Understand the application of theories and models of reflection and evaluation to reviewing own practice

The learner can:

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 03 Theories, principles and models in education and training (A/505/0818) (cont'd)

Assessment guidance

This unit is a prerequisite for the unit Developing Teaching, Learning and Assessment (Level 5).

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 moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 04 Wider professional practice and development in education and training (J/505/0837)

The learner will:

1 Understand professionalism and the influence of professional values in education and training

The learner can:

1.1 Define the concepts of professionalism and dual professionalism in education and training
1.2 Explain ways in which professional values influence own practice in own area of specialism

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The learner will:

2 Understand the policy context of education and training

The learner can:

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

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The learner will:

3 Understand the impact of accountability to stakeholders and external bodies on education and training

The learner can:

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

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The learner will:

4 Understand the organisational context of education and training

The learner can:

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

Unit 04 Wider professional practice and development in education and training (J/505/0837) (cont'd)

The learner will:

5 Be able to contribute to the quality improvement and quality assurance arrangements of an organisation

The learner can:

5.1 Analyse the quality improvement and quality assurance arrangements of an organisation
5.2 Explain the function of self-assessment and self-evaluation in the quality cycle
5.3 Evaluate a learning programme taking account of the quality arrangements of an organisation
5.4 Identify areas for improvement in a learning programme taking account of the outcomes of evaluation

Unit 04 Wider professional practice and development in education and training (J/505/0837) (cont'd)

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 moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 05 Action learning to support development of subject specific pedagogy (M/503/5376)

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

Unit 05 Action learning to support development of subject specific pedagogy (M/503/5376) (cont'd)

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

Unit 05 Action learning to support development of subject specific pedagogy (M/503/5376) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 06 Action research (T/503/5380)

The learner will:

1 Understand the purpose and nature of action research

The learner can:

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

The learner will:

2 Be able to initiate action research

The learner can:

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

The learner will:

3 Understand ways of carrying out action research

The learner can:

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

The learner will:

4 Be able to carry out action research

The learner can:

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

Unit 06 Action research (T/503/5380) (cont'd)

The learner will:

5 Be able to present the outcomes of action research

The learner can:

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

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The learner will:

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

The learner can:

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

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Unit 06 Action research (T/503/5380) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 07 Delivering employability skills (M/505/1089)

The learner will:

1 Understand the differences between employability skills and employment skills

The learner can:

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

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The learner will:

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

The learner can:

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

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The learner will:

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

The learner can:

3.1 Review techniques for the delivery of employability skills
3.2 Review strategies used to transform training areas to reflect a realistic working environment
3.3 Plan employability skills sessions that:
- meet the needs of learners; and
- reflect a realistic working environment.

3.4 Use selected techniques and strategies to deliver employability skills sessions
3.5 Demonstrate ways to negotiate behavioural parameters when using workplace practices with learners

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The learner will:

4 Be able to evaluate own delivery of employability skills

The learner can:

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

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Unit 07 Delivering employability skills (M/505/1089) (cont'd)

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 Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

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

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

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Unit 08 Develop and prepare resources for learning and development (A/502/9547) (cont'd)

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 moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

See 'Practice Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

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

The learner will:

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

The learner can:

1.1 Explain the objectives of learning and development programmes
1.2 Evaluate the factors of learning and development that impact on:
- development
- delivery
- assessment and accreditation.

1.3 Explain the importance of learner involvement when developing learning and development programmes
1.4 Evaluate the risks that need to be managed when developing learning and development programmes
1.5 Compare methodologies to monitor and evaluate learning and development programmes

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The learner will:

2 Be able to develop learning and development programmes

The learner can:

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

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The learner will:

3 Be able to review learning and development programmes

The learner can:

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

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Unit 09 Develop learning and development programmes (M/502/9545) (cont'd)

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 moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

See 'Practice Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

Unit 10 Developing, using and organising resources in a specialist area (H/505/1090)

The learner will:

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

The learner can:

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

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The learner will:

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

The learner can:

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

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The learner will:

3 Understand how to organise and enable access to resources

The learner can:

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

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The learner will:

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

The learner can:

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

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Unit 10	Developing, using and organising resources in a specialist area (H/505/1090) (cont'd)

The learner will:

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

The learner can:

5.1 Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area

5.2 Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area

5.3 Plan opportunities to improve own skills in development and use of resources in own specialist area

Unit 10 Developing, using and organising resources in a specialist area (H/505/1090) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 11 Effective partnership working in the learning and teaching context (Y/503/5310)

The learner will:

1 Understand the purpose and nature of partnership working

The learner can:

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

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The learner will:

2 Understand the purpose, aims and objectives of a partnership

The learner can:

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

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The learner will:

3 Understand the structure and management of a partnership

The learner can:

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

---

The learner will:

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

The learner can:

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

---

Unit 11 Effective partnership working in the learning and teaching context (Y/503/5310) (cont'd)

The learner will:

5 Understand how to communicate effectively within a partnership

The learner can:

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

The learner will:

6 Understand the wider context within which a partnership operates

The learner can:

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

Unit 11 Effective partnership working in the learning and teaching context (Y/503/5310) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

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

The learner will:

1 Understand the opportunities available for workforce development

The learner can:

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

---

The learner will:

2 Understand how to engage with employers to promote workforce development

The learner can:

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

---

The learner will:

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

The learner can:

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

---

Unit 12 Engage with employers to facilitate workforce development (D/502/9556) (cont'd)

The learner will:

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

The learner can:

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

The learner will:

5 Be able to engage with employers on workforce development issues

The learner can:

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

---

The learner will:

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

The learner can:

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

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Unit 12 Engage with employers to facilitate workforce development (D/502/9556) (cont'd)

Assessment guidance

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

For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

See 'Practice Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

Unit 13 Equality and diversity (Y/503/5789)

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

---

The learner will:

3 Be able to promote equality and value diversity

The learner can:

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

---

The learner will:

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

The learner can:

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

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Unit 13 Equality and diversity (Y/503/5789) (cont'd)

The learner will:

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

The learner can:

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

Unit 13 Equality and diversity (Y/503/5789) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 14 Evaluating learning programmes (K/505/1091)

The learner will:

1 Understand the principles and methods of evaluating learning programmes

The learner can:

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

---

The learner will:

2 Be able to plan the evaluation of a learning programme

The learner can:

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

---

The learner will:

3 Be able to evaluate the effectiveness of a learning programme

The learner can:

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

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Unit 14 Evaluating learning programmes (K/505/1091) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 15 Identify the learning needs of organisations (H/502/9543)

The learner will:

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

The learner can:

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

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The learner will:

2 Be able to conduct learning needs analysis for the organisation

The learner can:

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

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The learner will:

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

The learner can:

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

Unit 15 Identify the learning needs of organisations (H/502/9543) (cont'd)

Assessment guidance

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

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

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

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 moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

See 'Practice Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

Unit 16 Inclusive practice (L/503/5384)

The learner will:

1 Understand factors which influence learning

The learner can:

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

---

The learner will:

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

The learner can:

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

---

The learner will:

3 Understand roles and responsibilities relating to inclusive practice

The learner can:

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

---

The learner will:

4 Understand how to create and maintain an inclusive learning environment

The learner can:

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

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Unit 16 Inclusive practice (L/503/5384) (cont'd)

The learner will:

5 Understand how to evaluate own inclusive practice

The learner can:

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

Unit 16 Inclusive practice (L/503/5384) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 17 Internally assure the quality of assessment (A/601/5321)

The learner will:

1 Be able to plan the internal quality assurance of assessment

The learner can:

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

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The learner will:

2 Be able to internally evaluate the quality of assessment

The learner can:

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

The learner will:

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

The learner can:

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

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The learner will:

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

The learner can:

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

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Unit 17 Internally assure the quality of assessment (A/601/5321) (cont'd)

The learner will:

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

The learner can:

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

Unit 17 Internally assure the quality of assessment (A/601/5321) (cont'd)

Assessment guidance

Evidence for all learning outcomes must come from performance in the work environment. There must be evidence of the IQA trainee 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 candidate Internal Quality Assurer's performance. These must include:

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

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

Simulations are not allowed.

See 'Practice Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

Unit 18 Manage learning and development in groups (A/502/9550)

The learner will:

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

The learner can:

1.1 Analyse the characteristics of group environments that foster learning and development
1.2 Evaluate strategies to manage group behaviour and dynamics
1.3 Evaluate management techniques 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

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The learner will:

2 Be able to manage group learning and development environments

The learner can:

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

---

The learner will:

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

The learner can:

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

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Unit 18 Manage learning and development in groups (A/502/9550) (cont'd)

The learner will:

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

The learner can:

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

Unit 18 Manage learning and development in groups (A/502/9550) (cont'd)

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 moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

See 'Practice Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

Unit 19 Preparing for the coaching role (J/505/0188)

The learner will:

1 Understand own role and responsibilities in relation to coaching

The learner can:

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

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The learner will:

2 Understand the use of coaching in a specific context

The learner can:

2.1 Analyse the benefits of coaching in a specific context
2.2 Analyse the impact of coaching on individual learning and development
2.3 Explain legal and organisational requirements in a specific context relating to:
- data protection
- privacy
- confidentiality; 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

---

The learner will:

3 Understand how to identify client goals and outcomes

The learner can:

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

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Unit 19 Preparing for the coaching role (J/505/0188) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 20 Preparing for the mentoring role (L/505/0189)

The learner will:

1 Understand own role and responsibilities in relation to mentoring

The learner can:

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

The learner will:

2 Understand the use of mentoring in a specific context

The learner can:

2.1 Analyse the benefits of mentoring in a specific context
2.2 Analyse the impact of mentoring on individual learning and development
2.3 Explain legal and organisational requirements in a specific context relating to:
- data protection
- privacy
- confidentiality; 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

The learner will:

3 Understand how to identify client goals and outcomes

The learner can:

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

Unit 20 Preparing for the mentoring role (L/505/0189) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 21 Preparing for the personal tutoring role (T/505/1093)

The learner will:

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

The learner can:

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

---

The learner will:

2 Understand factors affecting learners' approaches to learning

The learner can:

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

---

The learner will:

3 Understand the use of personal tutoring in a specific context

The learner can:

3.1 Describe the range of support available for learners within a specific context
3.2 Explain legal and organisational requirements relating to:
- data protection;
- copyright;
- privacy;
- confidentiality; and
- safeguarding and disclosure

3.3 Explain how to work with others in a specific context to support learners
3.4 Explain how to work with external stakeholders and partners to support learners

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Unit 21 Preparing for the personal tutoring role (T/505/1093) (cont'd)

The learner will:

4 Understand how personal learning targets are created and monitored

The learner can:

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

Unit 21 Preparing for the personal tutoring role (T/505/1093) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 22 Principles and practice of lipreading teaching (L/504/0231)

The learner will:

1 Understand the physiological processes and psychological functions of hearing

The learner can:

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

The learner will:

2 Understand the effects of acquired hearing loss

The learner can:

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

---

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

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Unit 22 Principles and practice of lipreading teaching (L/504/0231) (cont'd)

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

---

Unit 22 Principles and practice of lipreading teaching (L/504/0231) (cont'd)

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 moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

See 'Practice Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

Unit 23 Specialist delivery techniques and activities (R/504/0229)

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

---

The learner will:

3 Be able to use specialist delivery techniques and learning activities

The learner can:

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

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The learner will:

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

The learner can:

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

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Unit 23 Specialist delivery techniques and activities (R/504/0229) (cont'd)

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 moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

See 'Practice Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

Unit 24 Teaching in a specialist area (J/505/1096)

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

---

Unit 24 Teaching in a specialist area (J/505/1096) (cont'd)

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

---

Unit 24 Teaching in a specialist area (J/505/1096) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 25 Understanding and managing behaviours in a learning environment (Y/505/1099)

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

---

Unit 25	Understanding and managing behaviours in a learning environment (Y/505/1099) (cont'd)

The learner will:

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

The learner can:

5.1 Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment

5.2 Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment

Unit 25 Understanding and managing behaviours in a learning environment (Y/505/1099) (cont'd)

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 moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

See 'Practice Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

Unit 26 Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322)

The learner will:

1 Understand the context and principles of external quality assurance

The learner can:

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

---

The learner will:

2 Understand how to plan the external quality assurance of assessment

The learner can:

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

2.4 Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards

---

The learner will:

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

The learner can:

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

---

Unit 26 Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322) (cont'd)

The learner will:

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

The learner can:

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

---

The learner will:

5 Understand how to manage information relevant to external quality assurance

The learner can:

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

---

The learner will:

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

The learner can:

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

---

Unit 26 Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 27 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)

The learner will:

1 Understand the context and principles of internal quality assurance

The learner can:

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

---

The learner will:

2 Understand how to plan the internal quality assurance of assessment

The learner can:

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

The learner will:

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

The learner can:

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

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Unit 27 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320) (cont'd)

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

---

The learner will:

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

The learner can:

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

---

Unit 27 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 28 Literacy and ESOL and the learners (L/505/0791)

The learner will:

1 Understand the significance of language change and variety for literacy and ESOL learners

The learner can:

1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis

1.2 Analyse ways in which spoken and written language can change over time and vary according to context at:
- text and discourse level;
- sentence and phrase level;
- word level; and
- phoneme level

1.3 Explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development

---

The learner will:

2 Understand the relationship between language and social processes

The learner can:

2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors

2.2 Analyse how language is used in the formation, maintenance and transformation of power relations

---

The learner will:

3 Understand factors that influence literacy and language acquisition, learning and use

The learner can:

3.1 Analyse personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use

3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning

---

The learner will:

4 Understand the use of English as a medium for teaching and learning

The learner can:

4.1 Explain the challenge for ESOL learners using English as a medium for learning

4.2 Analyse the role of metalanguage in literacy and language teaching and learning

---

Unit 28 Literacy and ESOL and the learners (L/505/0791) (cont'd)

The learner will:

5 Understand the use of assessment approaches to meet the needs of literacy and ESOL learners

The learner can:

5.1 Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL
5.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
5.3 Analyse the use of assessment tools in literacy and language teaching and learning

---

The learner will:

6 Understand how to promote learning and learner support within literacy, ESOL and language teaching and learning

The learner can:

6.1 Explain the boundaries between own specialist area and those of other specialists and practitioners
6.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals

---

The learner will:

7 Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes

The learner can:

7.1 Identify literacy and language skills needed across contexts and subjects
7.2 Explain how to liaise with other professionals to provide specialist knowledge of how to develop literacy and language skills in vocational and other subject areas

---

Unit 28 Literacy and ESOL and the learners (L/505/0791) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 29 Literacy and ESOL theories and frameworks (J/505/0790)

The learner will:

1 Understand theories and principles relating to language acquisition and learning

The learner can:

1.1 Analyse theories of first and second language acquisition and learning
1.2 Analyse language teaching approaches associated with theories of first and second language acquisition and learning

---

The learner will:

2 Understand theories and principles relating to literacy learning and development

The learner can:

2.1 Analyse theories of literacy learning and development
2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development

---

The learner will:

3 Be able to analyse spoken and written language

The learner can:

3.1 Analyse ways in which language can be described
3.2 Explain descriptive and prescriptive approaches to language analysis
3.3 Identify significant differences between the description and conventions of English and other languages
3.4 Analyse spoken and written language at:
- text and discourse level
- sentence and phrase level
- word level
- phoneme level

3.5 Analyse the impact of phonological features of spoken English on the communication of ESOL learners
3.6 Use key discoursal, grammatical, lexical and phonological terms accurately

---

Unit 29 Literacy and ESOL theories and frameworks (J/505/0790) (cont'd)

The learner will:

4 Understand the processes involved in the development of speaking, listening, reading and writing skills of literacy and ESOL learners

The learner can:

4.1 Analyse the processes involved in speaking and listening for literacy and ESOL learners
4.2 Analyse the processes involved in reading and writing for literacy and ESOL learners
4.3 Explain the mutual dependence of speaking, listening, reading and writing in literacy and language teaching and learning
4.4 Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning

Unit 29 Literacy and ESOL theories and frameworks (J/505/0790) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 30 Literacy and the learners (L/505/0774)

The learner will:

1 Understand the significance of language change and variety for literacy learners

The learner can:

1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis

1.2 Analyse ways in which spoken and written language can change over time and vary according to context at:
- text and discourse level;
- sentence and phrase level;
- word level; and
- phoneme level

1.3 Explain ways in which language change and variety can have an impact on literacy learners' literacy and language development

---

The learner will:

2 Understand the relationship between language and social processes

The learner can:

2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors

2.2 Analyse how language is used in the formation, maintenance and transformation of power relations

---

The learner will:

3 Understand factors that influence literacy and language acquisition, learning and use

The learner can:

3.1 Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use

3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning

---

Unit 30 Literacy and the learners (L/505/0774) (cont'd)

The learner will:

4 Understand the use of assessment approaches to meet the needs of literacy learners

The learner can:

4.1 Identify the skills, knowledge and understanding that can be assessed in literacy
4.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
4.3 Analyse the use of assessment tools in literacy and language teaching and learning

---

The learner will:

5 Understand how to promote learning and learner support within literacy and language teaching and learning

The learner can:

5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners
5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals

---

The learner will:

6 Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes

The learner can:

6.1 Identify literacy and language skills needed across contexts and subjects
6.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas

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Unit 30 Literacy and the learners (L/505/0774) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 31 Literacy, ESOL and the learners (Y/505/0776)

The learner will:

1 Understand the significance of language change and variety for literacy and ESOL learners

The learner can:

1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis

1.2 Analyse ways in which spoken and written language can change over time and vary according to context at:
- text and discourse level
- sentence and phrase level
- word level; and
- phoneme level

1.3 Explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development

---

The learner will:

2 Understand the relationship between language and social processes

The learner can:

2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors

2.2 Analyse how language is used in the formation, maintenance and transformation of power relations

---

The learner will:

3 Understand factors that influence literacy, ESOL and language acquisition, learning and use

The learner can:

3.1 Analyse personal, social and cultural factors influencing literacy and ESOL learners' language acquisition, learning and use

3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning

---

Unit 31 Literacy, ESOL and the learners (Y/505/0776) (cont'd)

The learner will:

4 Understand the use of assessment approaches to meet the needs of literacy and ESOL learners

The learner can:

4.1 Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL
4.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
4.3 Analyse the use of assessment tools in literacy and language teaching and learning

---

The learner will:

5 Understand how to promote learning and learner support within literacy and language teaching and learning

The learner can:

5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners
5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals

---

The learner will:

6 Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes

The learner can:

6.1 Identify literacy and language skills needed across contexts and subjects
6.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas

---

Unit 31 Literacy, ESOL and the learners (Y/505/0776) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 32 Literacy theories and frameworks (J/505/0773)

The learner will:

1 Understand theories and principles relating to language acquisition and learning

The learner can:

1.1 Analyse theories of language acquisition and learning
1.2 Analyse language teaching approaches associated with theories of language acquisition and learning

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The learner will:

2 Understand theories and principles relating to literacy learning and development

The learner can:

2.1 Analyse theories of literacy learning and development
2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development

---

The learner will:

3 Be able to analyse spoken and written language

The learner can:

3.1 Analyse ways in which language can be described
3.2 Explain descriptive and prescriptive approaches to language analysis
3.3 Analyse spoken and written language at:
- text and discourse level;
- sentence and phrase level;
- word level; and
- phoneme level

3.4 Use key discoursal, grammatical, lexical and phonological terms accurately

---

Unit 32 Literacy theories and frameworks (J/505/0773) (cont'd)

The learner will:

4 Understand the processes involved in the development of speaking, listening, reading and writing skills

The learner can:

4.1 Analyse the processes involved in speaking and listening for literacy learners
4.2 Analyse the processes involved in reading and writing for literacy learners
4.3 Explain the mutual dependence of reading, listening, writing and speaking in literacy and language teaching and learning
4.4 Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning

Unit 32 Literacy theories and frameworks (J/505/0773) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 33 ESOL and the learners (F/505/0786)

The learner will:

1 Understand the significance of language change and variety for ESOL learners

The learner can:

1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis

1.2 Analyse ways in which spoken and written language can change over time and vary according to context at:
- text and discourse level;
- sentence and phrase level;
- word level;
- phoneme level

1.3 Explain ways in which language change and variety can have an impact on ESOL learners' literacy and language development

---

The learner will:

2 Understand the relationship between language and social processes

The learner can:

2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors

2.2 Analyse how language is used in the formation, maintenance and transformation of power relations

---

The learner will:

3 Understand factors that influence literacy and language acquisition, learning and use

The learner can:

3.1 Analyse personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use

3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning

---

Unit 33 ESOL and the learners (F/505/0786) (cont'd)

The learner will:

4 Understand the use of assessment approaches to meet the needs of ESOL learners

The learner can:

4.1 Identify the skills, knowledge and understanding that can be assessed in ESOL
4.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
4.3 Analyse the use of assessment tools in literacy and language teaching and learning

---

The learner will:

5 Understand how to promote learning and learner support within literacy and language teaching and learning

The learner can:

5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners
5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals

---

The learner will:

6 Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes

The learner can:

6.1 Identify literacy and language skills needed across contexts and subjects
6.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas

---

Unit 33 ESOL and the learners (F/505/0786) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 34 ESOL theories and frameworks (A/505/0785)

The learner will:

1 Understand theories and principles relating to language acquisition and learning

The learner can:

1.1 Analyse theories of first and second language acquisition and learning
1.2 Analyse language teaching approaches associated with theories of first and second language acquisition and learning

---

The learner will:

2 Understand theories and principles relating to literacy learning and development

The learner can:

2.1 Analyse theories of literacy learning and development
2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development

---

The learner will:

3 Be able to analyse spoken and written language

The learner can:

3.1 Analyse ways in which language can be described
3.2 Explain descriptive and prescriptive approaches to language analysis
3.3 Identify significant differences between the description and conventions of English and other languages
3.4 Analyse spoken and written language at:
- text and discourse level;
- sentence and phrase level;
- word level; and
- phoneme level

3.5 Analyse the impact of phonological features of spoken English on the communication of ESOL learners
3.6 Use key discoursal, grammatical, lexical and phonological terms accurately

---

Unit 34 ESOL theories and frameworks (A/505/0785) (cont'd)

The learner will:

4 Understand the processes involved in the development of speaking, listening, reading and writing skills

The learner can:

4.1 Analyse the processes involved in speaking and listening for ESOL learners
4.2 Analyse the processes involved in reading and writing for ESOL learners
4.3 Explain the mutual dependence of speaking, listening, reading and writing in literacy and language teaching and learning
4.4 Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning

Unit 34 ESOL theories and frameworks (A/505/0785) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 35 Action learning for teaching in a specialist area of disability (J/505/0756)

The learner will:

1 Understand the impact of a specific impairment on teaching and learning

The learner can:

1.1 Analyse a specific impairment and the related support needs of disabled learners
1.2 Explain ways of adjusting practice for learners with a specific impairment
1.3 Evaluate specific support within an organisation for learners with a specific impairment

---

The learner will:

2 Understand how to investigate effective practice in a specialist area of disability

The learner can:

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

The learner will:

3 Be able to investigate practice in a specialist area of disability

The learner can:

3.1 Develop a focus for investigation
3.2 Design and implement an action plan to support the investigation
3.3 Evaluate the practice of other teachers in your area of interest
3.4 Report the findings of the investigation
3.5 Analyse ways in which findings from an investigation can be used to develop own professional practice

---

Unit 35 Action learning for teaching in a specialist area of disability (J/505/0756) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 36 Understanding theories and frameworks for teaching disabled learners (Y/505/0759)

The learner will:

1 Understand key theories and research which inform the teaching and learning of disabled young people and adults

The learner can:

1.1 Analyse how theories of learning inform teaching and learning practice in relation to disabled learners
1.2 Explain the importance of research in the development of teaching and learning opportunities for disabled young people and adults

---

The learner will:

2 Understand factors influencing inclusive practice for disabled learners

The learner can:

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

---

The learner will:

3 Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults

The learner can:

3.1 Analyse how national, regional and local policy influence provision for disabled young people and adults
3.2 Explain how current legal requirements and national policies and guidance promote the rights and well-being of disabled learners
3.3 Evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for disabled young people and adults

---

Unit 36 Understanding theories and frameworks for teaching disabled learners (Y/505/0759) (cont'd)

The learner will:

4 Understand factors that influence the curriculum for disabled young people and adults

The learner can:

4.1 Analyse how attitudes to disability, including social and cultural attitudes and faith and belief, influence learning opportunities for disabled young people and adults
4.2 Analyse the impact of own attitudes on professional practice
4.3 Explain how risk assessments influence the curriculum

The learner will:

5 Understand how to work with others to support the needs of disabled learners

The learner can:

5.1 Explain the role of organisations and networks that can offer services and support to disabled learners
5.2 Explain ways to maintain relationships with parents, carers and others with an interest in the learner
5.3 Analyse the skills needed to work collaboratively for the benefit of disabled learners

Unit 36 Understanding theories and frameworks for teaching disabled learners (Y/505/0759) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 37 Numeracy and the learners (K/505/0765)

The learner will:

1 Understand the factors that influence the development and progression of numeracy learners

The learner can:

1.1 Analyse the impact of personal, social, economic and political factors on the development and progression of numeracy learners
1.2 Explain the impact of learners' literacy and language skills on the development and progression of their numeracy skills
1.3 Explain how differing communication approaches can affect the learning of numeracy processes and skills

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The learner will:

2 Understand the use of assessment approaches to meet the needs of numeracy learners

The learner can:

2.1 Identify the skills, knowledge and understanding that can be assessed in numeracy
2.2 Analyse approaches to initial and diagnostic assessment to identify the mathematics and numeracy skills and aspirations of numeracy learners
2.3 Analyse the use of assessment tools in numeracy teaching and learning

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The learner will:

3 Understand the use of numeracy teaching approaches and resources to meet the needs of individual numeracy learners

The learner can:

3.1 Analyse numeracy teaching approaches and resources, including technologies, for suitability in meeting individual learners' needs
3.2 Analyse the impact of using technology on learner engagement, motivation and success in numeracy teaching and learning

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The learner will:

4 Understand how numeracy can impact on different contexts and subjects

The learner can:

4.1 Identify the numeracy skills and knowledge needed by learners across contexts and subjects, and for progression purposes
4.2 Explain the importance of encouraging learners to make links between their mathematical and numeracy development and their other personal development

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Unit 37 Numeracy and the learners (K/505/0765) (cont'd)

The learner will:

5 Be able to promote learning support and learner support within numeracy teaching and learning

The learner can:

5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners

5.2 Analyse numeracy learning opportunities to determine how teaching and support needs may be shared between learning professionals

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The learner will:

6 Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes

The learner can:

6.1 Explain how to liaise with other professionals to provide specialist knowledge of how to include numeracy in vocational and other subject areas

6.2 Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area

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Unit 37 Numeracy and the learners (K/505/0765) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 38 Numeracy knowledge and understanding (H/505/0764)

The learner will:

1 Understand fundamental attributes of mathematics and numeracy

The learner can:

1.1 Review the historic and cultural development of mathematics
1.2 Analyse the language and concepts associated with number systems
1.3 Analyse common errors and misconceptions in mathematics and possible reasons why they occur
1.4 Analyse the techniques used in mathematics and numeracy for conceptual linkages

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The learner will:

2 Understand the attributes of procedures within mathematics and numeracy

The learner can:

2.1 Analyse the activities, processes and stages within mathematical problems and investigations
2.2 Evaluate written, mental and diagrammatic mathematical strategies, analysing the associated metalanguage
2.3 Analyse the use, interpretation and representation of data
2.4 Evaluate the use of measurement systems within problem solving including:
- definition;
- conversion; and
- representation

The learner will:

3 Understand how learning theories and the origins and status of mathematics impact on numeracy teaching

The learner can:

3.1 Analyse the effect of the origins and status of mathematics knowledge on mathematics and numeracy curriculum development
3.2 Analyse how teaching and learning theories underpin numeracy teaching and learning

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Unit 38 Numeracy knowledge and understanding (H/505/0764) (cont'd)

The learner will:

4 Understand the links between the roles and perceptions of mathematics and numeracy within society

The learner can:

4.1 Analyse the role of mathematics and numeracy within society

4.2 Evaluate perceptions of mathematics and numeracy including:
- popular views;
- learner attitudes; and
- trends in learner attainment

Unit 38 Numeracy knowledge and understanding (H/505/0764) (cont'd)

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

Unit 39 Managing behaviours in a learning environment (M/505/3912)

The learner will:

1 Understand the characteristics and impact of behaviours in a learning environment

The learner can:

1.1 Analyse behaviours that can occur in a learning environment
1.2 Analyse potential factors contributing to behaviours in a learning environment
1.3 Analyse the impact of behaviours on a learning environment

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The learner will:

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

The learner can:

2.1 Analyse legislation relating to managing behaviours in a learning environment
2.2 Analyse organisational policies relating to managing behaviours in a learning environment

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The learner will:

3 Be able to apply theories of behaviour management to create and maintain a purposeful learning environment

The learner can:

3.1 Analyse theories of behaviour management
3.2 Establish a purposeful learning environment
3.3 Explain how own practice in creating a purposeful learning environment has taken account of theories of behaviour management

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The learner will:

4 Be able to evaluate own practice in managing behaviours in a learning environment

The learner can:

4.1 Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment
4.2 Identify own strengths and areas for improvement in relation to managing behaviours in a learning environment

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Unit 39 Managing behaviours in a learning environment (M/505/3912) (cont'd)

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.

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 moderated. See Section 2 'Internal Assessment' (page 15) for further information on the types of evidence that can be presented within a candidate's portfolio.

See 'Practice Requirement' on page 6 for further guidance on practice and observation hours required for the qualification.

Section 4
General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

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