

Qualification Specification

Focus Awards Level 5 Diploma in Education
and Training (RQF)

601/8122/9



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Focus Awards Level 5 Diploma in Education and Training (RQF)

Qualification details

- QAN – 601/8122/9
- TQT – 728
- GLH - 390
- Credits - 120

Qualification purpose

The Focus Awards Level 5 Diploma in Education and Training (RQF) is intended for those who wish to enter into a teaching role and for those who have worked in assessing roles and wish to progress on to a teaching qualification. The qualification is also suitable for trainee teachers as well as those who have experience in a teaching role.

The Focus Awards Level 5 Diploma in Education and Training (RQF) provides learners with the knowledge and understanding of delivering education and training, assessing learners, planning in education and training, using resources in the delivery in education and training and understanding the roles, responsibilities in education and training.

Qualification structure/Rules of combination

To successfully achieve the Level 5 Diploma in Education and Training (RQF) learners must achieve 75 credits from 4 Mandatory Units and 45 credits from the Optional Units totalling in a 120 credits. At least 6 credits must be at level 5.

Unit Title	Unit Ref	Level	GLH	Credit
Mandatory Units				
Teaching, learning and assessment in education and training	T/507/9024	4	65	20
Developing teaching, learning and assessment in education and training	A/507/9025	5	65	20
Theories, principles and models in education	F/507/9026	5	60	20

and training				
Wider professional practice and development in education and training	J/507/9027	5	50	15
Optional Units				
Action learning to support development of subject specific pedagogy	L/507/9028	5	50	15
Action research	R/507/9029	5	50	15
Delivering employability skills	J/507/9030	4	20	6
Develop and prepare resources for learning and development	L/507/9031	4	25	6
Develop learning and development programmes	Y/507/9033	4	30	6
Developing, using and organising resources in a specialist area	H/507/9049	5	50	15
Effective partnership working in the learning and teaching context	Y/507/9050	4	50	15
Engage with employers to facilitate workforce development	D/507/9051	4	30	6
Equality and diversity	H/507/9052	4	25	6
Evaluating learning programmes	K/507/9053	4	15	3
Identify the learning needs of organisations	M/507/9054	4	30	6
Inclusive practice	T/507/9055	4	50	15
Internally assure the quality of assessment	A/507/9056	4	45	6
Manage learning and development in groups	F/507/9057	4	30	6
Preparing for the Coaching Role	J/507/9058	4	15	3
Preparing for the Mentoring Role	L/507/9059	4	15	3
Preparing for the personal tutoring role	F/507/9060	4	15	3
Principles and practice of lip-reading teaching	J/507/9061	4	48	12

Specialist delivery techniques and activities	L/507/9062	4	30	9
Teaching in a specialist area	R/507/9063	4	50	15
Understanding and managing behaviours in a learning environment	Y/507/9064	4	20	6
Understanding the principles and practices of externally assuring the quality of assessment	D/507/9065	4	45	6
Understanding the principles and practices of internally assuring the quality of assessment	H/507/9066	4	45	6
Literacy and ESOL and the learners	T/507/9069	5	60	20
Literacy and ESOL theories and frameworks	K/507/9070	5	60	20
Literacy and the learners	A/507/9073	5	40	15
ESOL and the learners	L/507/9076	5	40	15
ESOL theories and frameworks	R/507/9077	5	40	15
Action learning for teaching in a specialist area of disability	Y/507/9078	5	40	15
Understanding theories and frameworks for teaching disabled learners	D/507/9079	5	40	15
Numeracy and the learners	R/507/9080	5	40	15
Numeracy knowledge and understanding	Y/507/9081	5	40	15
Managing behaviours in a learning environment	D/507/9082	5	20	6

Learner entry requirements

Learners should be competent in literacy and numeracy to help with elements of communication. This is at the discretion of the centre as they may decide to use diagnostic testing methods to ascertain how they can support learners.

Minimum core of literacy, language, numeracy and ICT

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

- Language and literacy
- Numeracy
- Information and communication technology (ICT)

Each of these sections comprises two parts

- Part A knowledge and understanding
- Part B personal skills

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 teacher education programmes* (LLUK, 2007; updated LSIS, 2013).

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

- Teaching, learning and assessment in education and training (Level 4)
- Developing teaching, learning and assessment in education and training (Level 5)

Requirements for personal skills in English, Mathematics and ICT elements

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. If trainees join the qualification programme having already completed a Level 3 Award in Education and Training or a Level 4 Certificate in Education and Training, their record of development needs and any previous actions taken to

address them should inform opportunities to continue the development of these skills as required by the appropriate minimum core elements. Opportunities to develop these personal skills should be made available across the mandatory units as a minimum throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed by trainees are those most appropriate for their professional role.

Age ranges

The following age ranges are permitted to take this qualification 19+.

Geographical coverage

This qualification is permitted for use in England and Northern Ireland.

Reasonable adjustments and special considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'.

Assessment methods

The Focus Awards Level 5 Diploma in Education and Training (RQF) is **internally assessed**.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Observed work
- Witness statements
- Audio- visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence must be cross referenced to unit outcomes, simulation may not be allowed in all units.

Progression routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 5 Diploma in Teaching Disabled Learners
- Level 5 Diploma in Teaching English: ESOL
- Level 5 Diploma in Teaching English: Literacy
- Level 5 Diploma in Teaching Mathematics: Numeracy

Useful websites and supporting materials

- www.focusawards.org.uk/supportingmaterials
- www.ofqual.gov.uk

Links to national occupational standards

Focus Awards has mapped to NOS where they exist.

Appendix A: Units

Unit Title:	Teaching, learning and assessment in education and training		
Unit No:	T/507/9024		
Level:	4		
GLH:	65		
Credit:	20		
Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of the roles, responsibilities and relationships in education and training to be able to plan, create and deliver inclusive teaching and learning environment.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand roles, responsibilities and relationships in education and training	1.1	Analyse own role and responsibilities in education and training
		1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
		1.3	Analyse the relationships and boundaries between the teaching role and other professional roles
		1.4	Describe points of referral to meet the needs of learners
2	Be able to use initial and diagnostic assessment to agree individual learning goals with learners	2.1	Explain why it is important to identify and meet the individual needs of learners
		2.2	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals
		2.3	Use methods of initial and diagnostic assessment to agree individual learning goals with learners
		2.4	Record learners' individual learning goals
3	Be able to plan inclusive teaching and learning	3.1	Devise a scheme of work in accordance with internal and external requirements
		3.2	Design teaching and learning plans which respond to: <ul style="list-style-type: none"> ➤ 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
4	Be able to create and maintain a safe, inclusive teaching and learning environment	4.1	Explain why it is important to promote appropriate behaviour and respect for others
		4.2	Explain ways to promote equality and value diversity
		4.3	Establish and sustain a safe, inclusive learning environment
5	Be able to deliver inclusive teaching and learning	5.1	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners
		5.2	Analyse benefits and limitations of communication methods and media used in own area of specialism
		5.3	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners
		5.4	Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
		5.5	Demonstrate ways to promote equality and value diversity in own teaching
		5.6	Adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
		5.7	Communicate with learners and learning professionals to meet

			individual learning needs
6	Be able to assess learning in education and training	6.1	Explain the purposes and types of assessment used in education and training
		6.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners
		6.3	Use types and methods of assessment, including peer and self-assessment, to: <ul style="list-style-type: none"> ➤ 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
7	Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	7.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
		7.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning
8	Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning	8.1	Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning, taking account of the views of learners and others
		8.2	Identify areas for improvement in

		own practice in planning, delivering and assessing inclusive teaching and learning
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Unit Title:	Developing teaching, learning and assessment in education and training		
Unit No:	A/507/9025		
Level:	5		
GLH:	65		
Credit:	20		
Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of Developing teaching, learning and assessment in education and training to able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to investigate practice in own area of specialism	1.1	Analyse the application of pedagogical principles in own area of specialism
		1.2	Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism
2	Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning	2.1	Use initial and diagnostic assessments to agree learners' individual goals and learning preferences
		2.2	Devise a scheme of work taking account of: <ul style="list-style-type: none"> ➤ The needs of learners; ➤ The delivery model; and internal and external requirements
		2.3	Design teaching and learning plans which take account of: <ul style="list-style-type: none"> ➤ The individual goals, needs and learning preferences of all learners; and curriculum requirements
		2.4	Identify opportunities for learners and others to provide feedback to inform inclusive practice
		2.5	Explain how own practice in planning inclusive teaching and

			learning has taken account of theories, principles and models of learning, communication and assessment
3	Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment	3.1	Analyse theories of behaviour management
		3.2	Establish and sustain a safe, inclusive learning environment
		3.3	Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management
4	Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning	4.1	Design resources that: <ul style="list-style-type: none"> ➤ Actively promote equality and value diversity; and ➤ Meet the identified needs of specific learners
		4.2	Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners
		4.3	Demonstrate ways to promote equality and value diversity in own teaching
		4.4	Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression
		4.5	Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication
5	Be able to apply theories, models and principles of assessment to assessing learning in education and training	5.1	Design assessments that meet the individual needs of learners
		5.2	Demonstrate flexibility and adaptability in using types and methods of assessment to meet

			individual learning needs and assessment requirements
		5.3	Demonstrate the use of assessment data in: <ul style="list-style-type: none"> ➤ Monitoring learners' achievement, attainment and progress; ➤ Setting learners' targets; ➤ Planning subsequent sessions; and ➤ Recording the outcomes of assessment
		5.4	Communicate assessment information to other professionals with an interest in learner achievement
		5.5	Explain how own assessment practice has taken account of theories, models and principles of assessment
6	Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	6.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
		6.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning
7	Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning	7.1	Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning
		7.2	Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning

Unit Title:	Theories, principles and models in education and training		
Unit No:	F/507/9026		
Level:	5		
GLH:	60		
Credit:	20		
Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of the application of theories, principles and models of learning, communication, assessment, development and evaluation in education and training			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the application of theories, principles and models of learning in education and training	1.1	Analyse theories, principles and models of learning
		1.2	Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment
		1.3	Analyse models of learning preferences
		1.4	Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment
2	Understand the application of theories, principles and models of communication in education and training	2.1	Analyse theories, principles and models of communication
		2.2	Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment
3	Understand the application of theories, principles and models of assessment in education and training	3.1	Analyse theories, principles and models of assessment
		3.2	Explain ways in which theories, principles and models of assessment can be applied in assessing learning
4	Understand the application of theories and models of curriculum development within own area of specialism	4.1	Analyse theories and models of curriculum development
		4.2	Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism
5	Understand the application of theories and models of	5.1	Analyse theories and models of reflection and evaluation

	reflection and evaluation to reviewing own practice	5.2	Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice
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Unit Title:	Wider professional practice and development in education and training		
Unit No:	J/507/9027		
Level:	5		
GLH:	50		
Credit:	15		
Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of the wider professional practice and development in education to be able to contribute to the quality improvement and quality assurance arrangements of an organisation.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand professionalism and the influence of professional values in education and training	1.1	Define the concepts of professionalism and dual professionalism in education and training
		1.2	Explain ways in which professional values influence own practice in own area of specialism
2	Understand the policy context of education and training	2.1	Explain ways in which social, political and economic factors influence education policy
		2.2	Analyse the impact of current educational policies on curriculum and practice in own area of specialism
3	Understand the impact of accountability to stakeholders and external bodies on education and training	3.1	Explain the roles of stakeholders and external bodies in education and training
		3.2	Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training
		3.3	Explain why it is important to work in partnership with employers and other stakeholders in education and training
		3.4	Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism
4	Understand the organisational context of education and training	4.1	Explain key aspects of policies, codes of practice and guidelines of an organisation
		4.2	Analyse the impact of

			organisational requirements and expectations on curriculum and practice in own area of specialism
5	Be able to contribute to the quality improvement and quality assurance arrangements of an organisation	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 Title:	Action learning to support development of subject specific pedagogy		
Unit No:	L/507/9028		
Level:	5		
GLH:	50		
Credit:	15		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of action learning to support development of subject specific pedagogy to be able to apply learning from investigation of an area of interest to own practice in a subject specific area.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how to identify an area of interest related to practice in own subject specific area	1.1	Justify own selection of an area of interest for investigation
		1.2	Evaluate ways in which enhanced knowledge from investigation of an area of interest could improve subject specific pedagogy
2	Be able to investigate current good practice in own subject specific area	2.1	Justify own selection of sources for investigation
		2.2	Critically review current literature relating to practice in own subject specific area
		2.3	Evaluate the practice of other subject specialists in own subject specific area
3	Be able to work with others to improve own skills in reflective practice	3.1	Engage in professional debate within an action learning set
		3.2	Engage in reflection on practice with peers
4	Be able to evaluate own practice in a subject specific area	4.1	Identify own strengths and areas for improvement in relation to a selected area of interest
		4.2	Evaluate the potential impact on own practice of new learning from investigation of an area of interest
5	Be able to apply learning from investigation of an area of interest to own practice in a	5.1	Justify selected areas for development based on findings from investigation of an area of interest

	subject specific area	5.2	Evaluate the benefits of changes made to own practice
6	Be able to present findings from investigation of an area of interest in own subject specific area	6.1	Report own findings from investigation of an area of practice
		6.2	Justify own conclusions drawn from investigation of an area of practice
		6.3	Justify own recommendations for improving practice within subject specific pedagogy

Unit Title:	Action research		
Unit No:	R/507/9029		
Level:	5		
GLH:	50		
Credit:	15		
Unit details: The aim of this unit is to develop the learners knowledge and understanding of action research and how to plan a clear intervention strategy			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the purpose and nature of action research	1.1	Explain the purpose of action research
		1.2	Analyse key features of the action research process
		1.3	Analyse the implications of a model of action research
2	Be able to initiate action research	2.1	Justify own choice of an area of practice for action research
		2.2	Plan a clear intervention strategy
		2.3	Justify the choice and timescales of an intervention strategy
		2.4	Explain how ethical and political considerations and issues of confidentiality will be observed in practice
		2.5	Implement a clear intervention strategy
3	Understand ways of carrying out action research	3.1	Evaluate methods for action research
		3.2	Evaluate methods of collecting qualitative and quantitative data
		3.3	Review ways in which collected data may be analysed
4	Be able to carry out action research	4.1	Draw on selected literature relating to an area of practice for action research
		4.2	Justify own choice of methods selected for action research
		4.3	Collect data relating to an area of practice for action research
		4.4	Analyse data collected from action research
		4.5	Present data collected from action research
		4.6	Draw conclusions based on findings from

			action research
5	Be able to present the outcomes of action research	5.1	Report own findings and conclusions from action research
		5.2	Justify own recommendations for action to be taken based on conclusions from action research
6	Be able to evaluate own practice in relation to action research	6.1	Analyse the effectiveness of own practice in relation to action research
		6.2	Identify own strengths and areas for improvement in relation to action research
		6.3	Plan opportunities to improve own skills in action research

Unit Title:	Delivering employability skills		
Unit No:	J/507/9030		
Level:	4		
GLH:	20		
Credit:	6		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the differences between employability skills and employment skills to be able to use techniques, strategies and practices that reflect the workplace in the delivery of employability skills.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the differences between employability skills and employment skills	1.1	Explain differences between employability skills and employment skills
		1.2	Explain the benefits to learners of having employability skills
2	Understand the influence of personal qualities and skills on the delivery of employability skills	2.1	Analyse personal qualities and skills required for the delivery of employability skills
		2.2	Analyse the influence of personal presentation on the success of the delivery of employability skills
3	Be able to use techniques, strategies and practices that reflect the workplace in the delivery of employability skills	3.1	Review techniques for the delivery of employability skills
		3.2	Review strategies used to transform training areas to reflect a realistic working environment
		3.3	Plan employability skills sessions that: <ul style="list-style-type: none"> ➤ Meet the needs of learners; and reflect a realistic working environment
		3.4	Use selected techniques and strategies to deliver employability skills sessions
		3.5	Demonstrate ways to negotiate behavioural parameters when using workplace practices with learners
4	Be able to evaluate own delivery of employability skills	4.1	Evaluate the effectiveness of techniques, strategies and practices used for the delivery of employability skills
		4.2	Identify own strengths and areas for improvement for the delivery of employability skills

Unit Title:	Develop and prepare resources for learning and development		
Unit No:	L/507/9031		
Level:	4		
GLH:	25		
Credit:	6		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the principles underpinning development and preparation of resources for learning and development to be able to develop resources to meet learning and development needs.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand principles underpinning development and preparation of resources for learning and development	1.1	Explain principles underpinning resource selection for learning and development
		1.2	Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies
		1.3	Evaluate the contribution of technology to the development of learning and development resources
2	Be able to develop resources to meet learning and development needs	2.1	Agree needs of learners for whom resources are being developed
		2.2	Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met
		2.3	Plan adaptations to and use of technology within resources to meet learning and development needs
		2.4	Prepare guidance to assist those using learning and development resources
		2.5	Evaluate the suitability of resources for learning and development

Unit Title:	Develop learning and development programmes		
Unit No:	Y/507/9033		
Level:	4		
GLH:	30		
Credit:	6		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of learning and development programmes to be able to develop learning and development programmes.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the principles underpinning the development of learning and development programmes	1.1	Explain the objectives of learning and development programmes
		1.2	Evaluate the factors of learning and development that impact on: <ul style="list-style-type: none"> ➤ Development ➤ Delivery ➤ Assessment and accreditation
		1.3	Explain the importance of learner involvement when developing learning and development programmes
		1.4	Evaluate the risks that need to be managed when developing learning and development programmes
		1.5	Compare methodologies to monitor and evaluate learning and development programmes
2	Be able to develop learning and development programmes	2.1	Identify the learning outcomes required for learning and development programmes
		2.2	Develop a plan for a learning and development programme
		2.3	Plan the assessment approaches to meet the learning outcomes of learning and development programmes
		2.4	Produce resources for learning and development programmes

3	Be able to review learning and development programmes	3.1	Evaluate the learning outcomes of a learning and development programme
		3.2	Evaluate the delivery and assessment of a learning and development programme
		3.3	Identify areas for improvement for learning and development programmes

Unit Title:	Developing, using and organising resources in a specialist area		
Unit No:	H/507/9049		
Level:	5		
GLH:	50		
Credit:	15		
Unit details:	The aim of this unit is to develop the learner's knowledge and understanding of the purpose and use of resources in own specialist area to able to develop and use inclusive resources in own specialist area.		
Learning Outcome The learner will:	Assessment Criterion The learner can:		
1	Understand the purpose and use of resources in own specialist area	1.1	Explain the purpose of resources in teaching and learning
		1.2	Evaluate the effectiveness of specific resources from own specialist area in meeting individual learning needs
2	Be able to develop and use inclusive resources in own specialist area	2.1	Analyse principles of resource design
		2.2	Evaluate sources that inform resource development in own specialist area
		2.3	Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area
		2.4	Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area
		2.5	Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area
		2.6	Employ resources to engage and meet the individual needs of learners in own specialist area
3	Understand how to organise and enable access to resources	3.1	Explain ways in which resources can be classified and stored
		3.2	Review ways of sharing resources

			with other learning professionals
4	Understand legal requirements and responsibilities relating to the development and use of resources	4.1	Review legal requirements and responsibilities relating to the development and use of resources
		4.2	Analyse the implications of intellectual property rights and copyright for the development and use of resources
5	Be able to evaluate own practice in relation to development and use of resources in own specialist area	5.1	Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area
		5.2	Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area
		5.3	Plan opportunities to improve own skills in development and use of resources in own specialist area

Unit Title:	Effective partnership working in the learning and teaching context		
Unit No:	Y/507/9050		
Level:	4		
GLH:	50		
Credit:	15		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the purpose and nature of partnership working the learning and teaching context			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the purpose and nature of partnership working	1.1	Explain reasons for partnership working
		1.2	Review opportunities and challenges of working within a partnership
		1.3	Review models of partnerships
		1.4	Explain ways of sustaining partnerships and their outputs
		1.5	Explain the need for ground rules and terms of reference in partnership working
		1.6	Justify the need for realistic timescales and deadlines in effective partnership working
2	Understand the purpose, aims and objectives of a partnership	2.1	Explain the purpose of a specific partnership
		2.2	Identify the aims and objectives of a specific partnership
3	Understand the structure and management of a partnership	3.1	Review individual roles and responsibilities within a specific partnership
		3.2	Summarise the potential contribution of stakeholders to a specific partnership
		3.3	Identify boundaries of individual roles and ownership issues within a specific partnership
		3.4	Review resource implications for a specific partnership and its individual members
		3.5	Review how a specific partnership is managed identifying potential

			management issues
4	Understand how to measure and report on a partnership's outputs	4.1	Summarise performance indicators used to measure the effectiveness of a specific partnership
		4.2	Review the effectiveness of a specific partnership's outputs drawing on valid and reliable data
		4.3	Summarise methods of presenting partnership outputs to interested parties
5	Understand how to communicate effectively within a partnership	5.1	Summarise methods for effective communication between partners
		5.2	Review the communication strategy of a specific partnership
		5.3	Review own communication methods and skills as a partnership member
6	Understand the wider context within which a partnership operates	6.1	Explain the potential impact of other stakeholders and agencies relating to a specific partnership
		6.2	Summarise the impact of key government policies and initiatives on a specific partnership
		6.3	Review ways for a partnership to establish and maintain communities of practice

Unit Title:	Engage with employers to facilitate workforce development		
Unit No:	D/507/9051		
Level:	4		
GLH:	30		
Credit:	6		
Unit details: The aim of this unit is to develop the learners knowledge and understanding about engaging with employers to facilitate the development of the workforce including making full use of the opportunities			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the opportunities available for workforce development	1.1	Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements
		1.2	Explain what constitutes workforce development in a business context
		1.3	Explain the funding opportunities available for workforce development
2	Understand how to engage with employers to promote workforce development.	2.1	Analyse information about individual employers and employment sectors, locally and nationally
		2.2	Explain how to gauge employers' level of interest in workforce development opportunities
		2.3	Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development
3	Understand how to design learning and development opportunities in the workplace	3.1	Analyse what motivates employees to undertake learning and development in the workplace
		3.2	Explain the key factors to be considered when designing learning and development solutions for employers and employees
		3.3	Critically compare learning and development programmes which already exist with newly developed opportunities
4	Understand how to facilitate learning and development opportunities in the workplace	4.1	Identify the sources of support and resources that are available from stakeholders
		4.2	Explain how employees might overcome obstacles when engaging with learning and development

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

Unit Title:	Equality and diversity		
Unit No:	H/507/9052		
Level:	4		
GLH:	25		
Credit:	6		
Unit details: The aim of this unit is to develop the learners knowledge and understanding about equality and diversity including the meaning of these terms and the benefits of promoting this			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the key features of a culture which promotes equality and values diversity	1.1	Define the meanings of equality and diversity in the UK context
		1.2	Analyse the benefits of promoting equality and diversity for individual learners.
		1.3	Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity.
2	Understand the importance of promoting equality and valuing diversity in lifelong learning	2.1	Reflect on how the promotion of equality and diversity can protect learners from risk of harm.
		2.2	Explain actions that can be taken to value individual learners
		2.3	Explain good practice in providing individual learners with information
3	Be able to promote equality and value diversity	3.1	Use communication strategies to promote equality and diversity
		3.2	Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity
		3.3	Explain how working with other agencies can promote diversity
4	Understand how to help others in the promotion of equality and valuing of diversity	4.1	Describe actions by individuals which can undermine equality and diversity
		4.2	Recommend modifications to systems and structures which do not promote equality and diversity
5	Be able to review own contribution to promoting equality and valuing diversity in	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

	lifelong learning	5.3	Identify areas for further personal development in promoting equality and valuing diversity
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Unit Title:	Evaluating learning programmes		
Unit No:	K/507/9053		
Level:	4		
GLH:	15		
Credit:	3		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the principles and methods of evaluating learning programmes to be able to plan the evaluation of a learning programme and to evaluate the effectiveness of a learning programme.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the principles and methods of evaluating learning programmes	1.1	Analyse the principles of evaluating learning
		1.2	Explain how principles of evaluating learning can be applied to the evaluation of learning programmes
		1.3	Analyse methods used for evaluating the effectiveness of learning programmes
		1.4	Analyse methods of data collection and analysis used to evaluate learning programmes
2	Be able to plan the evaluation of a learning programme	2.1	Develop a framework for the evaluation of a learning programme
		2.2	Devise objectives in order to achieve evaluation aims
		2.3	Select methods for evaluating the effectiveness of a learning programme
		2.4	Select methods for collecting data to evaluate the effectiveness of a learning programme
3	Be able to evaluate the effectiveness of a learning programme	3.1	Apply selected methods to evaluate the effectiveness of a learning programme
		3.2	Apply selected methods to collect data to evaluate the effectiveness of a learning programme
		3.3	Analyse data collected to evaluate the effectiveness of a learning programme
		3.4	Apply relevant guidelines and legislation relevant to data collection and analysis
		3.5	Present analysis of evaluation results
		3.6	Explain how analysis of evaluation results can be used to improve the effectiveness

			of a learning programme
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Unit Title:	Identify the learning needs of organisations		
Unit No:	M/507/9054		
Level:	4		
GLH:	30		
Credit:	6		
Unit details: The aim of this unit is to develop the knowledge and understanding the learner requires to identify the learning needs of organisations.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the principles and practices of learning needs analysis for organisations	1.1	Explain the principles and practice of learning needs analysis for organisations
		1.2	Analyse the factors that can influence the identification of organisational learning needs
		1.3	Explain why it is important to gain the support and commitment of relevant people
		1.4	Review the methodologies required for a learning needs analysis
2	Be able to conduct learning needs analysis for the organisation	2.1	Confirm the purpose and aims of learning needs analysis with relevant people
		2.2	Select the organisational learning needs analysis methodology
		2.3	Apply the organisational learning needs analysis methodology
		2.4	Analyse the learning needs of the organisation
		2.5	Review methods of communicating findings from learning needs analysis to relevant people in organisations
3	Be able to agree organisational learning and development plans with relevant people	3.1	Present recommendations for learning and development to relevant people
		3.2	Review and revise priorities with relevant people

Unit Title:	Inclusive practice		
Unit No:	T/507/9055		
Level:	4		
GLH:	50		
Credit:	15		
Unit details: The aim of this unit is to develop the learners knowledge and understanding of inclusive practice adhering to policy and regulatory frameworks			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand factors which influence learning	1.1	Review the impact of personal, social and cultural factors on learning
		1.2	Review the impact of different cognitive, physical, and sensory abilities on learning
2	Understand the impact of policy and regulatory frameworks on inclusive practice	2.1	Summarise policy and regulatory frameworks relating to inclusive practice
		2.2	Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice
		2.3	Explain how policy and regulatory frameworks influence own inclusive practice
3	Understand roles and responsibilities relating to inclusive practice	3.1	Summarise own role and responsibilities relating to inclusive practice
		3.2	Explain the relationship between own role and the roles of other professionals involved in inclusive practice
		3.3	Identify points of referral available to meet individual learning needs
4	Understand how to create and maintain an inclusive learning environment	4.1	Review key features and benefits of an inclusive learning environment
		4.2	Analyse ways to promote equality and value diversity
		4.3	Analyse ways to promote inclusion
		4.4	Review strategies for effective liaison between professionals involved in inclusive practice
5	Understand how to evaluate own inclusive practice	5.1	Review the effectiveness of own inclusive practice
		5.2	Identify own strengths and areas for improvement in relation to inclusive

			practice
		5.3	Plan opportunities to improve own skills in inclusive practice

Unit Title:	Internally assure the quality of assessment		
Unit No:	A/507/9056		
Level:	4		
GLH:	45		
Credit:	6		
Unit details: The aim of this unit is to develop the learners' knowledge and understanding internally assuring the quality of assessment including maintaining and improving the quality of assessment			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to plan the internal quality assurance of assessment	1.1	Plan monitoring activities according to the requirements of own role
		1.2	Make arrangements for internal monitoring activities to assure quality.
2	Be able to internally evaluate the quality of assessment	2.1	Carry out internal monitoring activities to quality requirements
		2.2	Evaluate assessor expertise and competence in relation to the requirements of their role
		2.3	Evaluate the planning and preparation of assessment processes
		2.4	Determine whether assessment methods are safe, fair, valid and reliable
		2.5	Determine whether assessment decisions are made using the specified criteria
		2.6	Compare assessor decisions to ensure they are consistent
3	Be able to internally maintain and improve the quality of assessment	3.1	Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment
		3.2	Apply procedures to standardise assessment practices and outcomes
4	Be able to manage information relevant to the internal quality assurance of assessment	4.1	Apply procedures for recording, storing and reporting information relating to internal quality assurance
		4.2	Follow procedures to maintain confidentiality of internal quality assurance information
5	Be able to maintain	5.1	Apply relevant policies, procedures and

legal and good practice requirements when internally monitoring and maintaining the quality of assessment		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 Title:	Manage learning and development in groups		
Unit No:	F/507/9057		
Level:	4		
GLH:	30		
Credit:	6		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to manage learning and development in groups			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the principles and practices of managing learning and development in groups	1.1	Analyse the characteristics of group environments that foster learning and development
		1.2	Evaluate strategies to manage group behaviour and dynamics
		1.3	Evaluate management techniques which facilitate the delivery of learning and development in groups
		1.4	Analyse ways to involve learners in the management of their own learning and development in groups
		1.5	Analyse risks to be considered when managing learning and development in groups
		1.6	Explain how to manage barriers to individual learning in groups
2	Be able to manage group learning and development environments	2.1	Facilitate communication, collaboration and learning between group members
		2.2	Use motivational methods to engage the group and its individual members in the learning and development process
		2.3	Consult with group members to adapt their learning and development environments to improve their learning outcomes
		2.4	Manage the risks associated with group learning and development
3	Be able to apply methodologies to manage learning and development in groups	3.1	Involve learners in agreeing group learning and development objectives
		3.2	Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group
		3.3	Manage group learning strategies and

			3.4 delivery methods to reflect changing requirements
		3.4	Provide individual advice to learners to assist their decision-making about future learning needs
4	Be able to manage learning and development in groups to comply with legal and organisational requirements	4.1	Support learner's rights in relation to equality, diversity and inclusion
		4.2	Minimise risks to safety, health, wellbeing and security of learners
		4.3	Manage confidentiality in relation to learners and the organisation
		4.4	Maintain learning and development records in accordance with organisational procedures

Unit Title:	Preparing for the coaching role		
Unit No:	J/507/9058		
Level:	4		
GLH:	15		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding of own role and responsibilities in relation to coaching and the use of coaching in a specific context.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand own role and responsibilities in relation to coaching	1.1	Analyse the skills and qualities required for a specific coaching role
		1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role
		1.3	Explain why it is important to establish ground rules for engagement and boundaries in a coaching relationship
		1.4	Explain the importance of acting according to ethical and professional standards in a coaching relationship
		1.5	Analyse ways of building a relationship with a client in a coaching role
2	Understand the use of coaching in a specific context	2.1	Analyse the benefits of coaching in a specific context
		2.2	Analyse the impact of coaching on individual learning and development
		2.3	Explain legal and organisational requirements in a specific context relating to: <ul style="list-style-type: none"> ➤ Data protection; ➤ Privacy; ➤ Confidentiality; and ➤ Safeguarding and disclosure
		2.4	Identify sources of support to deal with issues which are outside of own expertise or authority
		2.5	Explain what constitutes a safe and comfortable environment for a coaching session
3	Understand how to identify client goals	3.1	Analyse ways of identifying and agreeing outcomes and goals with clients

	and outcomes	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

Unit Title:	Preparing for the mentoring role		
Unit No:	L/507/9059		
Level:	4		
GLH:	15		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding of own role and responsibilities in relation to mentoring and the use of mentoring in a specific context.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand own role and responsibilities in relation to mentoring	1.1	Analyse the skills and qualities required for a specific mentoring role
		1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role
		1.3	Explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship
		1.4	Explain the importance of acting according to ethical and professional standards in a mentoring relationship
		1.5	Analyse ways of building a relationship with a client in a mentoring role
2	Understand the use of mentoring in a specific context	2.1	Analyse the benefits of mentoring in a specific context
		2.2	Analyse the impact of mentoring on individual learning and development
		2.3	Explain legal and organisational requirements in a specific context relating to: <ul style="list-style-type: none"> ➤ Data protection; ➤ Privacy; ➤ Confidentiality; and ➤ Safeguarding and disclosure
		2.4	Identify sources of support to deal with issues which are outside of own expertise or authority
		2.5	Explain what constitutes a safe and comfortable environment for a mentoring session
3	Understand how to identify client goals	3.1	Analyse ways of identifying and agreeing outcomes and goals with clients

	and outcomes	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 Title:	Preparing for the personal tutoring role		
Unit No:	F/507/9060		
Level:	4		
GLH:	15		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding of own role and responsibilities in relation to the personal tutoring role and how personal learning targets are created and monitored.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand own role and responsibilities in relation to the personal tutoring role	1.1	Analyse the skills and qualities required for a personal tutoring role
		1.2	Explain how own values, behaviours and attitudes can impact on the personal tutoring role
		1.3	Explain the boundaries and limitations of a personal tutoring role
		1.4	Explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role
		1.5	Analyse the importance of communication in a personal tutoring role
2	Understand factors affecting learners' approaches to learning	2.1	Analyse how learners' socio-economic, cultural and personal background, work history and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning
		2.2	Explain why it is important that learners take responsibility for their own learning
		2.3	Explain why it is important that personal tutoring programmes support the development of learning and transferable skills
		2.4	Analyse strategies to enable learners to engage with learning
		2.5	Explain factors which identify learners at risk of disengaging from learning
3	Understand the use of personal tutoring in a specific context	3.1	Describe the range of support available for learners within a specific context
		3.2	Explain legal and organisational requirements relating to:

			<ul style="list-style-type: none"> ➤ 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
4	Understand how personal learning targets are created and monitored	4.1	Explain the purpose of an individual learning plan
		4.2	Analyse approaches to support learners to create personal learning targets
		4.3	Explain the importance of reviewing learner progress and targets

Unit Title:	Principles and practice of lip-reading teaching		
Unit No:	J/507/9061		
Level:	4		
GLH:	48		
Credit:	12		
Unit details: The aim of this unit is to provide learners with the skills, knowledge of the physiological processes and psychological functions of hearing, the understanding of the effects of acquired hearing loss and ways in which amplification and lip-reading are optimised by those with hearing loss to be able to use specialist techniques and methodology for teaching lip-reading.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the physiological processes and psychological functions of hearing	1.1	Identify the physiological processes involved in hearing
		1.2	Identify the psychological functions of hearing
2	Understand the effects of acquired hearing loss	2.1	Analyse factors which lead to acquired hearing loss
		2.2	Analyse types of hearing loss and the psychological, social and emotional effects of the impact of acquired hearing loss
		2.3	Analyse the impact of acquired hearing loss on education and employment opportunities
3	Understand ways in which amplification and lip-reading are optimised by those with hearing loss	3.1	Evaluate hearing aids and implants available to support hearing loss
		3.2	Analyse the roles of health professionals in identifying and supporting hearing loss
		3.3	Analyse the optimum conditions for lip-reading and using a hearing aid
4	Understand the phonology of spoken English and its application to lip-reading learning and teaching	4.1	Explain aspects of the phonology of spoken English which have implications for learning and teaching lip-reading
		4.2	Identify the shapes of spoken English to adults with acquired hearing loss
		4.3	Explain strategies used to lip-read by adults with acquired hearing loss
5	Be able to use specialist techniques and methodology for teaching lip-reading	5.1	Explain and demonstrate the use of voice and device techniques in supporting lip-reading development
		5.2	Explain and demonstrate the use of specialist methods for teaching lip-reading

			to adults
		5.3	Justify own selection and use of specialist resources to support the development of lip-reading skills by adults
6	Understand assistive aids and services available to those with acquired hearing loss	6.1	Evaluate assistive equipment available to those with hearing loss
		6.2	Evaluate services offered by agencies and organisations to those with acquired hearing loss

Unit Title:	Specialist delivery techniques and activities		
Unit No:	L/507/9062		
Level:	4		
GLH:	30		
Credit:	9		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of specialist delivery techniques and activities			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the role of specialist delivery techniques in a specific area	1.1	Explain the purpose of specialist delivery techniques in meeting learner needs in a specific area
		1.2	Identify learning needs that can be met through the use of specialist delivery techniques
		1.3	Justify the use of specialist delivery techniques to meet the needs of learners in a specific area
2	Be able to develop specialist delivery techniques and learning activities in own specific area	2.1	Review issues that influence the development of specialist delivery techniques
		2.2	Select specialist delivery techniques to meet the needs of learners
		2.3	Plan the use of specific learning activities to support specialist delivery techniques
		2.4	Select resources to support specialist delivery techniques and learning activities
		2.5	Identify ways in which specialist delivery techniques can be adapted to meet the needs of individual learners
3	Be able to use specialist delivery techniques and learning activities	3.1	Use specialist delivery techniques and learning activities to meet the needs of learners
		3.2	Use a resources to support specialist delivery techniques and learning activities

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

Unit Title:	Teaching in a specialist area		
Unit No:	R/507/9063		
Level:	4		
GLH:	50		
Credit:	15		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the aims and structure of key qualifications and learning programmes available to learners in a specialist area to be able to evaluate, improve and update own knowledge and skills in a specialist area.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the aims and philosophy of education and training in a specialist area	1.1	Explain key aims of education and training in own specialist area
		1.2	Analyse philosophical issues relating to education and training in own specialist area
2	Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area	2.1	Describe the aims and structure of key qualifications in own specialist area
		2.2	Describe the aims and structure of learning programmes in own specialist area
		2.3	Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met
3	Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area	3.1	Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area
		3.2	Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies

4	Understand how to use resources for inclusive teaching and learning in a specialist area	4.1	Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area
		4.2	Analyse the inclusiveness of own use of teaching and learning resources in a specialist area
5	Be able to work with others within a specialist area to develop own practice	5.1	Liaise with others within a specialist area to develop own practice
		5.2	Review the impact of liaison with other teachers and trainers within own specialist area on own practice
6	Be able to evaluate, improve and update own knowledge and skills in a specialist area	6.1	Review the effectiveness of own knowledge and skills in a specialist area
		6.2	Identify own strengths and areas for improvement in relation to practice in a specialist area
		6.3	Identify opportunities to improve and update own knowledge and skills in a specialist area

Unit Title:	Understanding and managing behaviours in a learning environment		
Unit No:	Y/507/9064		
Level:	4		
GLH:	20		
Credit:	6		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the managing behaviours in a learning environment to be able to evaluate own practice in managing behaviours in a learning environment.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand potential factors leading to behaviours that disrupt a learning environment	1.1	Describe behaviours that can occur in a learning environment
		1.2	Explain potential factors leading to behaviours that can disrupt a learning environment
2	Understand organisational policies relating to managing behaviours in a learning environment	2.1	Explain key aspects of legislation relating to managing behaviours in a learning environment
		2.2	Explain key aspects of an organisation's policies relating to managing behaviours in a learning environment
3	Be able to promote behaviours that contribute to a purposeful learning environment	3.1	Analyse ways of encouraging behaviours that contribute to a purposeful learning environment
		3.2	Use strategies for encouraging behaviours that contribute to a purposeful learning environment
4	Be able to manage behaviours that disrupt a purposeful learning environment	4.1	Analyse ways of managing behaviours that disrupt a purposeful learning environment
		4.2	Use strategies for managing behaviours that disrupt a purposeful learning environment
5	Be able to evaluate own practice in managing behaviours in a learning environment	5.1	Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment
		5.2	Identify own strengths and areas for improvement in relation to promoting and managing

			behaviours in a learning environment
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Unit Title:	Understanding the principles and practices of externally assuring the quality of assessment		
Unit No:	D/507/9065		
Level:	4		
GLH:	45		
Credit:	6		
Unit details: The aim of this unit is to develop the knowledge and understanding of the principles and practices of externally assuring the quality of assessment			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the context and principles of external quality assurance	1.1	Analyse the functions of external quality assurance of assessment in learning and development
		1.2	Evaluate the key concepts and principles of external quality assurance of assessment
		1.3	Evaluate the roles of practitioners involved in the quality assurance process
		1.4	Explain the regulations and requirements for external and internal quality assurance in own area of practice
2	Understand how to plan the external quality assurance of assessment	2.1	Evaluate the importance of planning and preparing external quality assurance activities
		2.2	Explain what an external quality assurance plan should contain
		2.3	Summarise the preparations that need to be made for external quality assurance activities, including: <ul style="list-style-type: none"> ➤ Information collection ➤ Communications ➤ Administrative arrangements ➤ Resources
		2.4	Explain how to adapt external monitoring and evaluation

			approaches to meet customer need without compromising quality standards
3	Understand how to externally evaluate the quality of assessment and internal quality assurance	3.1	Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices
		3.2	Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices
		3.3	Evaluate different techniques for externally sampling evidence of assessment, including those that use technology
4	Understand how to externally maintain and improve the quality of assessment	4.1	Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment
		4.2	Evaluate standardisation requirements relevant to the external quality assurance of assessment
		4.3	Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements
		4.4	Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment
5	Understand how to manage information relevant to external quality assurance	5.1	Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance
6	Understand the legal and good	6.1	Evaluate legal issues, policies and procedures that are relevant to

practice requirements relating to external quality assurance		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 Title:	Understanding the principles and practices of internally assuring the quality of assessment		
Unit No:	H/507/9066		
Level:	4		
GLH:	45		
Credit:	6		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the principles and practices of internally assuring the quality of assessment			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the context and principles of internal quality assurance	1.1	Explain the functions of internal quality assurance in learning and development
		1.2	Explain the key concepts and principles of the internal quality assurance of assessment
		1.3	Explain the roles of practitioners involved in the internal and external quality assurance process
		1.4	Explain the regulations and requirements for internal quality assurance in own area of practice
2	Understand how to plan the internal quality assurance of assessment	2.1	Evaluate the importance of planning and preparing internal quality assurance activities
		2.2	Explain what an internal quality assurance plan should contain
		2.3	Summarise the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none"> ➤ Information collection ➤ Communications ➤ Administrative arrangements ➤ Resources
3	Understand techniques and criteria for monitoring the quality of assessment internally	3.1	Evaluate different techniques for sampling evidence of assessment, including use of technology
		3.2	Explain the appropriate criteria to

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

Unit Title:	Literacy and ESOL and the learners		
Unit No:	T/507/9069		
Level:	5		
GLH:	60		
Credit:	20		
Unit details:	The aim of this unit is to develop the learner's knowledge and understanding of the significance of language change and variety for literacy and ESOL learners and how to promote learning and learner support within literacy, ESOL and language teaching and learning.		
Learning Outcome	Assessment Criterion		
The learner will:	The learner can:		
1	Understand the significance of language change and variety for literacy and ESOL learners	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
		1.2	Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> ➤ 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
2	Understand the relationship between language and social processes	2.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
		2.2	Analyse how language is used in the formation, maintenance and transformation of power relations
3	Understand factors that influence literacy and language acquisition, learning and use	3.1	Analyse personal, social and cultural factors influencing ESOL learners' language acquisition,

			learning and use
		3.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning
4	Understand the use of English as a medium for teaching and learning	4.1	Explain the challenge for ESOL learners using English as a medium for learning
		4.2	Analyse the role of metalanguage in literacy and language teaching and learning
5	Understand the use of assessment approaches to meet the needs of literacy and ESOL learners	5.1	Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL
		5.2	Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
		5.3	Analyse the use of assessment tools in literacy and language teaching and learning
6	Understand how to promote learning and learner support within literacy, ESOL and language teaching and learning	6.1	Explain the boundaries between own specialist area and those of other specialists and practitioners
		6.2	Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals
7	Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	7.1	Identify literacy and language skills needed across contexts and subjects
		7.2	Explain how to liaise with other professionals to provide specialist knowledge of how to develop literacy and language skills in vocational and other subject areas

Unit Title:	Literacy and ESOL theories and frameworks		
Unit No:	K/507/9070		
Level:	5		
GLH:	60		
Credit:	20		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of theories and principles relating to language acquisition and learning and be able to analyse spoken and written language.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand theories and principles relating to language acquisition and learning	1.1	Analyse theories of first and second language acquisition and learning
		1.2	Analyse language teaching approaches associated with theories of first and second language acquisition and learning
2	Understand theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development
		2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
3	Be able to analyse spoken and written language	3.1	Analyse ways in which language can be described
		3.2	Explain descriptive and prescriptive approaches to language analysis
		3.3	Identify significant differences between the description and conventions of English and other languages
		3.4	Analyse spoken and written language at: <ul style="list-style-type: none"> ➤ 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 discourses, grammatical, lexical and phonological terms accurately
4	Understand the processes involved in the development of speaking, listening, reading and writing skills of literacy and ESOL learners	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 Title:	Literacy and the learners		
Unit No:	A/507/9073		
Level:	5		
GLH:	40		
Credit:	15		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the significance of language change and variety for literacy learners and how to liaise with others to promote the inclusion of literacy and language skills in learning programmes.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the significance of language change and variety for literacy learners	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
		1.2	Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> ➤ 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
2	Understand the relationship between language and social processes	2.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
		2.2	Analyse how language is used in the formation, maintenance and transformation of power relations
3	Understand factors that influence literacy and language acquisition, learning and use	3.1	Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use
		3.2	Analyse the impact of a range of

			learning difficulties and disabilities on literacy and language teaching and learning
4	Understand the use of assessment approaches to meet the needs of literacy learners	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
5	Understand how to promote learning and learner support within literacy and language teaching and learning	5.1	Explain the boundaries between own specialist area and those of other specialists and practitioners
		5.2	Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals
6	Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	6.1	Identify literacy and language skills needed across contexts and subjects
		6.2	Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas

Unit Title:	ESOL and the learners		
Unit No:	L/507/9076		
Level:	5		
GLH:	40		
Credit:	15		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the significance of language change and variety for ESOL learners and how to promote learning and learner support within literacy and language teaching and learning			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the significance of language change and variety for ESOL learners	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
		1.2	Analyse ways in which spoken and written language can change over time and vary according to context at: <ul style="list-style-type: none"> ➤ 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 ESOL learners' literacy and language development
2	Understand the relationship between language and social processes	2.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
		2.2	Analyse how language is used in the formation, maintenance and transformation of power relations
3	Understand factors that influence literacy and language acquisition, learning and use	3.1	Analyse personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use
		3.2	Analyse the impact of a range of

			learning difficulties and disabilities on literacy and language teaching and learning
4	Understand the use of assessment approaches to meet the needs of ESOL learners	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
5	Understand how to promote learning and learner support within literacy and language teaching and learning	5.1	Explain the boundaries between own specialist area and those of other specialists and practitioners
		5.2	Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals
6	Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes	6.1	Identify literacy and language skills needed across contexts and subjects
		6.2	Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas

Unit Title:	ESOL theories and frameworks		
Unit No:	R/507/9077		
Level:	5		
GLH:	40		
Credit:	15		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of theories and principles relating to language acquisition and learning and be able to analyse spoken and written language.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand theories and principles relating to language acquisition and learning	1.1	Analyse theories of first and second language acquisition and learning
		1.2	Analyse language teaching approaches associated with theories of first and second language acquisition and learning
2	Understand theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development
		2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development
3	Be able to analyse spoken and written language	3.1	Analyse ways in which language can be described
		3.2	Explain descriptive and prescriptive approaches to language analysis
		3.3	Identify significant differences between the description and conventions of English and other languages
		3.4	Analyse spoken and written language at: <ul style="list-style-type: none"> ➤ 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 discorsal, grammatical, lexical and phonological terms accurately
4	Understand the processes involved in the development of speaking, listening, reading and writing skills	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 Title:	Action learning for teaching in a specialist area of disability		
Unit No:	Y/507/9078		
Level:	5		
GLH:	40		
Credit:	15		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the impact of a specific impairment on teaching and learning and how to investigate effective practice in a specialist area of disability.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the impact of a specific impairment on teaching and learning	1.1	Analyse a specific impairment and the related support needs of disabled learners
		1.2	Explain ways of adjusting practice for learners with a specific impairment
		1.3	Evaluate specific support within an organisation for learners with a specific impairment
2	Understand how to investigate effective practice in a specialist area of disability	2.1	Analyse ways to include disabled learners in an investigation
		2.2	Explain ethical considerations when involving disabled learners
		2.3	Evaluate a range of action learning research methods
3	Be able to investigate practice in a specialist area of disability	3.1	Develop a focus for investigation
		3.2	Design and implement an action plan to support the investigation
		3.3	Evaluate the practice of other teachers in your area of interest
		3.4	Report the findings of the investigation
		3.5	Analyse ways in which findings from an investigation can be used to develop own professional practice

Unit Title:	Understanding theories and frameworks for teaching disabled learners		
Unit No:	D/507/9079		
Level:	5		
GLH:	40		
Credit:	15		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the impact of a specific impairment on teaching and learning and how to investigate effective practice in a specialist area of disability.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand key theories and research which inform the teaching and learning of disabled young people and adults	1.1	Analyse how theories of learning inform teaching and learning practice in relation to disabled learners
		1.2	Explain the importance of research in the development of teaching and learning opportunities for disabled young people and adults
2	Understand factors influencing inclusive practice for disabled learners	2.1	Analyse how inclusive learning has been defined
		2.2	Explain the importance of inclusive learning for disabled learners
		2.3	Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults
		2.4	Analyse how approaches to communication and language development influence inclusive practice in relation to disabled learners
3	Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults	2.5	Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning
		3.1	Analyse how national, regional and local policy influence provision for disabled young people and adults
		3.2	Explain how current legal requirements and national policies

			and guidance promote the rights and well-being of disabled learners
		3.3	Evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for disabled young people and adults
4	Understand factors that influence the curriculum for disabled young people and adults	4.1	Analyse how attitudes to disability, including social and cultural attitudes and faith and belief, influence learning opportunities for disabled young people and adults
		4.2	Analyse the impact of own attitudes on professional practice
		4.3	Explain how risk assessments influence the curriculum
5	Understand how to work with others to support the needs of disabled learners	5.1	Explain the role of organisations and networks that can offer services and support to disabled learners
		5.2	Explain ways to maintain relationships with parents, carers and others with an interest in the learner
		5.3	Analyse the skills needed to work collaboratively for the benefit of disabled learners

Unit Title:	Numeracy and the learners		
Unit No:	R/507/9080		
Level:	5		
GLH:	40		
Credit:	15		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the factors that influence the development and progression of numeracy learners and the use of numeracy teaching approaches and resources to meet the needs of individual numeracy learners.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the factors that influence the development and progression of numeracy learners	1.1	Analyse the impact of personal, social, economic and political factors on the development and progression of numeracy learners
		1.2	Explain the impact of learners' literacy and language skills on the development and progression of their numeracy skills
		1.3	Explain how differing communication approaches can affect the learning of numeracy processes and skills
2	Understand the use of assessment approaches to meet the needs of numeracy learners	2.1	Identify the skills, knowledge and understanding that can be assessed in numeracy
		2.2	Analyse approaches to initial and diagnostic assessment to identify the mathematics and numeracy skills and aspirations of numeracy learners
		2.3	Analyse the use of assessment tools in numeracy teaching and learning
3	Understand the use of numeracy teaching approaches and resources to meet the needs of individual numeracy learners	3.1	Analyse numeracy teaching approaches and resources, including technologies, for suitability in meeting individual learners' needs
		3.2	Analyse the impact of using technology on learner engagement, motivation and

			success in numeracy teaching and learning
4	Understand how numeracy can impact on different contexts and subjects	4.1	Identify the numeracy skills and knowledge needed by learners across contexts and subjects, and for progression purposes
		4.2	Explain the importance of encouraging learners to make links between their mathematical and numeracy development and their other personal development
5	Be able to promote learning support and learner support within numeracy teaching and learning	5.1	Explain the boundaries between own specialist area and those of other specialists and practitioners
		5.2	Analyse numeracy learning opportunities to determine how teaching and support needs may be shared between learning professionals
6	Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes	6.1	Explain how to liaise with other professionals to provide specialist knowledge of how to include numeracy in vocational and other subject areas
		6.2	Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area

Unit Title:	Numeracy knowledge and understanding		
Unit No:	Y/507/9081		
Level:	5		
GLH:	40		
Credit:	15		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of fundamental attributes of mathematics and numeracy and how learning theories and the origins and status of mathematics impact on numeracy teaching.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand fundamental attributes of mathematics and numeracy	1.1	Review the historic and cultural development of mathematics
		1.2	Analyse the language and concepts associated with number systems
		1.3	Analyse common errors and misconceptions in mathematics and possible reasons why they occur
		1.4	Analyse the techniques used in mathematics and numeracy for conceptual linkages
2	Understand the attributes of procedures within mathematics and numeracy	2.1	Analyse the activities, processes and stages within mathematical problems and investigations
		2.2	Evaluate written, mental and diagrammatic mathematical strategies, analysing the associated metalanguage
		2.3	Analyse the use, interpretation and representation of data
		2.4	Evaluate the use of measurement systems within problem solving including: <ul style="list-style-type: none"> ➤ Definition; ➤ Conversion; and ➤ Representation
3	Understand how learning theories and the origins and status of mathematics impact	3.1	Analyse the effect of the origins and status of mathematics knowledge on mathematics and

	on numeracy teaching		numeracy curriculum development
		3.2	Analyse how teaching and learning theories underpin numeracy teaching and learning
4	Understand the links between the roles and perceptions of mathematics and numeracy within society	4.1	Analyse the role of mathematics and numeracy within society
		4.2	Evaluate perceptions of mathematics and numeracy including: <ul style="list-style-type: none"> ➤ Popular views; ➤ Learner attitudes; and ➤ Trends in learner attainment

Unit Title:	Managing behaviours in a learning environment		
Unit No:	D/507/9082		
Level:	5		
GLH:	20		
Credit:	6		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the characteristics and impact of behaviours in a learning environment and legislation and organisational policies relating to managing behaviours in a learning environment			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the characteristics and impact of behaviours in a learning environment	1.1	Analyse behaviours that can occur in a learning environment
		1.2	Analyse potential factors contributing to behaviours in a learning environment
		1.3	Analyse the impact of behaviours on a learning environment
2	Understand legislation and organisational policies relating to managing behaviours in a learning environment	2.1	Analyse legislation relating to managing behaviours in a learning environment
		2.2	Analyse organisational policies relating to managing behaviours in a learning environment
3	Be able to apply theories of behaviour management to create and maintain a purposeful learning environment	3.1	Analyse theories of behaviour management
		3.2	Establish a purposeful learning environment
		3.3	Explain how own practice in creating a purposeful learning environment has taken account of theories of behaviour management
4	Be able to evaluate own practice in managing behaviours in a learning environment	4.1	Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment
		4.2	Identify own strengths and areas for improvement in relation to managing behaviours in a learning environment

Appendix B: Assessment strategy

This qualification should be delivered in accordance with the Focus Awards strategy and with reference to the National Occupational Standards.

Methods of evaluating

Visual, verbal, written feedback

Tutor and Assessor Requirements

It is essential that candidates are assessed by competent individuals. It is important that assessors are able to recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough knowledge and understanding of assessment and quality assurance practices and an in-depth knowledge and understanding of the qualifications for which they are assessing candidates.

Requirements of Tutors:

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

- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate to Teach in the Lifelong Learning Sector (CTLLS)
- Diploma to Teach in the Lifelong Learning Sector (DTLLS)
- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Requirements of Assessors:

Assessors should hold or be working towards the following:

- D32/D33
- A1 qualification
- Level 3 Award in Assessing Vocational Achievement

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocationally Related Achievement
- Possess a qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the framework of qualifications

Assessors must be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Please note that trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

Requirements of Internal Quality Assurers (IQA):

IQA's should hold or be working towards one of the following:

- D34
- V1 qualification
- Level 4 Award in the Internal Quality Assurance of Assessment
- Possess a qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the framework of qualifications

Please note simulation may not be not allowed in all units

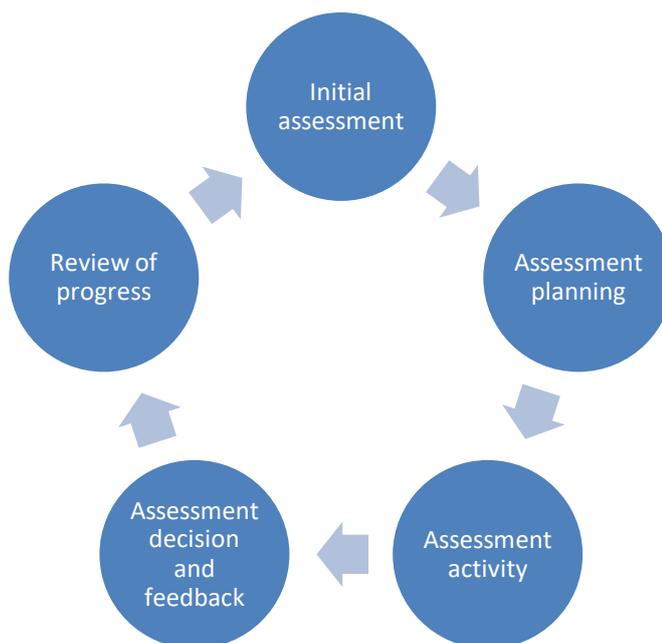
Appendix C: Assessment Best Practice

The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

The assessment cycle



Initial assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed onto the assessor in order for them to effectively move onto the next stage of the assessment cycle and plan the learner assessment. Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

Assessment planning

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

Assessment activity

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

Assessment decision and feedback

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

Review of progress

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

Exemptions, equivalences, credit transfer and RPL

With the introduction of the RCF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows:

- For achievements within the RCF it is possible to transfer credit (equivalence)
- Individuals with certificated achievements outside the RCF can claim exemption from the requirement to achieve credits for designated units
- If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.

In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

Guided learning hours

The guided learning hours figure gives the minimum amount of time required to 'deliver' the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessments. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

Assessment

Assessment practices must reflect the Equality and Diversity Policy of Focus Awards and reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification / assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

Consistency of assessment decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards:
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32/33 and A1 is also acceptable;
- Assessors have relevant subject competency in the units that they wish to assess;
- Assessors are observed assessing by qualified IQAs at least once per year;
- Standardisation exercises are carried out within the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;
- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQAs.

Judging authenticity

- Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
- You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners' evidence using this document the assessors and IQAs are confirming that the assessment evidence

submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria.

- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check that the learner's knowledge matches the evidence provided.
- Evidence which is deemed to be inauthentic should not be accepted.

Guidance on re-submission of learner assessment

- There is no limit to the number of times that work may be resubmitted by the learner for assessment;
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
- There is no limit to the number of times that assessments may be redrafted by the learner prior to assessment;
- Assessors/tutors may offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;
- Assessors/tutors should not add to learners' answers in worksheets, etc.... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within these should be suitable and appropriate to their needs. They are only appropriate if they:

- Enable learners to demonstrate their level of attainment;
- Require knowledge, skills and understanding which are required for the qualification;
- Are clear and unambiguous (unless ambiguity forms part of the assessment) and
- Are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- The age of learners who may reasonably be expected to take the qualification;
- The level of the qualification;
- The objective of the qualification;
- The knowledge, skills and understanding assessed for the qualification;
- It contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

Please note that for the creation of manuals or text books, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt an evidence referencing system to show how each of the assessment criteria has been covered.

Appendix D: Guidance on observed assessments

Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

Observing the learner

Observation is the main method of assessing practical competence and involves the assessor watching the student carry out the planned tasks. When carrying out an observed assessment, the assessor should adhere to the following guidelines:

- Involve the student;
- Complete an adequate briefing;
- Use an assessment checklist;
- Ensure good observational position enabling you to see/hear appropriately;
- Avoid becoming involved in the assessment process except in instances of health of safety or when 'moving on';
- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as 'that's great' or 'well done' – this could give an indication of performance;
- Ensure sufficient time is planned to give immediate feedback after the assessment;
- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;
- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance.

Suggested stages of an observation for Focus Awards Level 5 Diploma in Education and Training (RQF).

- **Step 1**
Initial Learner briefing
- **Step 2**
Direct Observation
- **Step 3**
Learner/Client Feedback
- **Step 4**
Learner Evaluation with client (15 minutes minimum)
- **Step 5**
Assessor Questions (open and non-leading)
- **Step 6**
Assessor Decision (pass/refer)
- **Step 7**
Assessor Feedback (constructive, concise and relevant to performance criteria, written and verbal)

Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what we see during observation and so it is essential that we question learners if we are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see a particular PC.
- Questions can be divided into two categories:
 - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?' - these words act as prompts to give the students the opportunity to respond fully in their own words.
 - Closed questions enable the students to respond with a simple 'Yes' or 'No' response. For example, "Would you ask a participant to keep the back straight when lifting weights from the floor?"
- Assessors should always use open questions when assessing underpinning knowledge
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. These must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there should be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving him or her a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

Examples of leading questions would be:

- "Your participant seemed to be out of breath on the CV section of your workout, do you think you could have brought the intensity down for her?"
- "Are the deltoids worked in a bench press as well as the pectorals and triceps?"

Feedback

'Structured information that one person offers to another, about the impact of their actions or behaviour'.

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.
- Feedback should not include your opinion nor should it be a criticism.
- Criticism is one person's judgement of another person, or their work. Criticism is likely to make someone feel devalued or angry; and does nothing to boost self-confidence. It does not help a person to solve the problem. It shows that you dismiss, reject or disapprove, and is unlikely to lead to the result you intended. You will get a result - but it may be a worse situation or a backlash.
- Effective feedback should be a two way process, involving the learner at all times.