



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Qualifi Level 5 Diploma in Education and Training

Specification (For Centres)

November 2022

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation, and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives, and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational, and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity, and demand for the qualifications.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is:

Qualifi Level 5 Diploma in Education and Training (603/6055/0)

1.4 Awarding Organisation

QUALIFI LTD

2 Qualification Purpose, Rational, Aims Outcomes

2.1 Qualification Purpose

This qualification has been created for learners who wish to become fully qualified as further education teachers, with the possibility of gaining the professional status of Qualified Teacher Learning and Skills (QTLS).

This Level 5 Diploma offers an opportunity for career development as colleges and other places of further education and many other sector employers generally require this level of qualification or at least a commitment to gain this upon employment.

This teaching qualification covers most curriculum areas within further education. The qualification comprises a combination of mandatory and optional units and has to comply with the Guidance for Qualifications in Education and Training November 2016.

The qualification is for learners who:

- work, or want to work as teachers/trainers in the further education and skills sector.
- have just started a teaching/training role.
- are pre-service and in-service learners who need a teaching qualification to confirm occupational competence for their role as a teacher, trainer or tutor within an FE college, Adult and Community Learning Centre or training provider.
- are teachers/trainers who are seeking career progression in their area of work.
- are learners who teach in industry.
- are learners who have already achieve some Learning and Development units that can be counted in this qualification.
- are assessors who wish to achieve a teaching/training qualification.

2.2 Rationale for the Diploma

The rationale of the Diploma is to provide recognition for those who wish to develop their own abilities in teaching and assessing learners competently in a regulated environment. It is envisaged that all Qualifi centres will provide learners to further their knowledge of assessing to provide consistent, standardised assessment reports and appropriate feedback to learners.

The qualification will enable Learners to become independent, self-directed learners with tools and motivation to continue learning, developing, and reflecting on practice throughout their careers.

Learners who successfully complete this qualification will take an analytical and practical approach to all aspects of planning, delivering, and assessing inclusive teaching and learning. Whilst doing this, candidates will embed theories and principles in education and training and demonstrate them in their practice.

2.3 Overall Aims of the Diploma

The Diploma provides the essential knowledge and understanding that teachers and assessors need within the education and training sectors. The overall aims of the **Level 5 Diploma in Education and Training** are that it is a qualification that:

- indicates an individual can undertake a specific role in the workplace and that may be relied upon by employers
- is taken by learners for their own growth as a progression route to teaching.

The optional units will prepare trainee teachers to work in a wide range of contexts. This approach gives flexibility and a greater potential to meet the needs of aspiring teachers.

2.4 Learning Outcomes

The overall learning outcomes of the Diploma are:

The qualification covers the knowledge and skills required by teachers/trainers in the further education and training skills sector:

- theories, principles and models in education and training, such as in relation to learning, communication, assessment, curriculum development and evaluation, and how to apply them to own practice.
- teaching, learning and assessment in education and training, such as roles, responsibilities, and relationships, using initial and diagnostic assessment to agree individual learning goals with learners, planning and delivering inclusive teaching, creating, and maintaining a safe, inclusive teaching and learning environment and assessing learning.

- understanding professionalism and the influence of professional values in education and training, the policy context of education and training, the impact of accountability to stakeholders and external bodies on education and training, the organisational context of education and training and how to contribute to the quality improvement and quality assurance arrangements of an organisation.

Learners who successfully complete this qualification will take an analytical and practical approach to all aspects of planning, delivering, and assessing inclusive teaching and learning. Whilst doing this, candidates will embed theories and principles in education and training and demonstrate them in their practice.

These are the overall learning outcomes in line with a level 5 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's assessment plans. The suitability of these plans will be agreed with the centre.

For the delivery of this qualification and/or observing and assessing practice, centres should have staff in place with all of the following:

- a teaching qualification equivalent to Level 5 or above.
- evidence of teaching experience in an education and training context.
- access to appropriate guidance and support.
- on-going participation in related programme quality assurance processes and are ideally engaged in further studies at Level 7.

Observational practice should be carried out by the teacher educator delivering the programme or shared with a nominated mentor or subject specialist working with the trainee.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Certificate handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice, and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

This qualification is designed for learners aged 19 and above. There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 4 Certificate in Education and Teaching. Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners.

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be assessed on an individual basis.

Applicants for the Diploma in Education and Teaching need to be qualified and or experienced in the subject which they intend to teach. Those intending to teach academic subjects would usually be expected to have a degree in their subject specialism. Those intending to teach in professional or vocational areas would usually be expected to have a professional or industry qualification and/or substantial experience of working in their respective sector.

There are no firm rules regarding prior qualifications in maths or English. It would be expected that applicants have sufficient personal skills to complete the academic and other requirements for the programme. Applicants will also need to be able to support their learners at the appropriate levels whilst delivering their subject specialism

Applicants need to demonstrate the potential to study at minimum academic Level 5 – the same level of study as the second year of a degree course. There is also requirement for a minimum of 100 hours of teaching practice which must include working with groups and different practice requirements for each unit in this qualification

4. Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The Qualifi Level 5 Diploma in Education and Training is a Level 5 qualification containing 10 credit-bearing units requiring 120 credits total for the learner to achieve the qualification.

These units have been designed from a learning time perspective and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include: ^[L]_[SEP]

- guided learning ^[L]_[SEP]
- independent and unsupervised research/learning ^[L]_[SEP]
- unsupervised compilation of a portfolio of work experience ^[L]_[SEP]
- unsupervised e-learning ^[L]_[SEP]
- unsupervised e-assessment ^[L]_[SEP]
- unsupervised coursework ^[L]_[SEP]
- watching a pre-recorded podcast or webinar ^[L]_[SEP]
- unsupervised work-based learning. ^[L]_[SEP]

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor ^[L]_[SEP]
- work-based learning supervised by a tutor ^[L]_[SEP]
- live webinar or telephone tutorial with a tutor in real time ^[L]_[SEP]
- e-learning supervised by a tutor in real time ^[L]_[SEP]
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence based and may be turned into a learning opportunity. ^[L]_[SEP]

4.2 Qualification Structure

The **Qualifi Level 5 Diploma in Education and Training** has 10 units in total. Learners must complete all mandatory units to achieve 75 credits and then choose a minimum of 45 credits from the optional units. A minimum of 61 credits must be achieved at level 5 and 100 hours of teaching practice.

120 credits are required to achieve the Diploma.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
R/618/2526	Theories, Principles and Models in Education and Training	5	200	20	60
F/618/2537	Teaching, Learning and Assessment in Education and Training	4	200	20	65
J/618/2538	Developing Teaching, Learning and Assessment in Education and Training	5	200	20	65
L/618/2539	Professional Practice in Education and Training	5	150	15	50
Optional Units					
F/618/2540	Action Research	5	150	15	50
J/618/2541	Develop and Prepare Resources for Learning and Development	4	60	6	25
L/618/2542	Developing, using, and organising resources in a specialist area	5	150	15	50
D/618/2450	Equality and Diversity	4	60	6	25
R/618/2574	Inclusive Practice	4	150	15	50
F/618/0285	Internally Assure the Quality of Assessment	4	60	6	45
H/618/2448	Manage Learning and Development in Groups	4	60	6	30
A/618/0284	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	4	60	6	45

Notes:

- 1: Achievement of the unit theories, principles and models in education is a pre-requisite for the unit Developing Teaching, Learning and Assessment in Education and Training
- 2: There is a requirement for a minimum of 100 hours teaching/training practice for this qualification.

There is also a requirement for a minimum of eight teaching/training practice observations, which must reach the required standard of practice. Further details are identified in 7.1 **Teaching Practice and Assessed Observations Requirement**.

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **Qualifi Level 5 Diploma in Education and Training** can progress to:

- a Qualifi Level 6 qualification.
- university to complete an undergraduate degree.
- into employment in an associated profession.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

4.5 Recognition of Prior Learning (RPL) from the Qualifi Level 4 Certificate in Education and Training

Individuals who have the Qualifi Level 4 Certificate in Education and Teaching can have their prior achievement recognised. RPL will apply to the mandatory credit gained from the Level 4 unit: Teaching, learning and assessment.

Individuals who have completed the Level 4 Certificate in Education and Training may also use the evidence of practice, including observed and assessed practice, towards the overall minimum practice requirements, including observed and assessed practice requirements, for the Level 5 Diploma in Education and Training.

Learners can transfer **twenty (20) hours** of practice and **two (2)** hours of observed and assessed practice **towards** the practice requirements of the Level 5 Diploma in Education and Training.

Evidence of learning must be valid and reliable. For full guidance on RPL, please refer to QUALIFI's policy document on RPL.

5. Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

The experience of teachers and assessors required to deliver this qualification has been identified in **3.1 Quality Assurance Arrangements**

6. Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

This qualification is vocational as it can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic work-related tasks wherever possible. Learners will need to demonstrate the knowledge, and critical understanding of theories to practice, which reveals original thought and demonstrates problem solving skills. Recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks.

Mature and part-time learners will ideally be able to draw on their personal work experience too.

An appropriate method of assessment for this qualification is through a portfolio of evidence. Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

7.1 Teaching Practice and Assessed Observations Requirement

Teaching practice, together with observation and assessment of that practice, is a vital component of the Level 5 Diploma in Education and Training. There is a requirement for a minimum of **100 hours** of practice for the DET which ideally will include teaching a variety of learners at more than one level in different learning environments.

The term 'teaching practice' refers to the teaching and learning sessions that are planned for specific learners and that take place in a learning environment. These sessions will include aspects of planning, delivery, and assessment, including differentiation, and other factors that contribute to successful teaching and learning. Contact hours where teachers are supervising students for other purposes cannot be included as part of the required teaching practice hours.

Teaching practice group sizes may vary, ideally with a minimum of 12 learners, but the majority of the teaching practice must be to groups of 5 or more learners. It would not be possible to acquire, develop and demonstrate the full range of teaching skills through individual or small group teaching. Teachers need to be able to manage larger groups of learners and to deploy a variety of teaching techniques and facilitate a wide spectrum of learning activities

Observed and assessed practice requirements

For the Level 5 Diploma in Education and Training, there must be a **minimum of 8** observations totalling a **minimum of 8** hours.

Observations should be appropriately spaced throughout the whole programme and take into account a teacher's progress. Qualifi will provide guidance to enable providers to make a judgement about whether a trainee teacher has met the required standard of practice in an observation.

Course providers should ensure that the outcomes of assessments of observational practice are valid and reliable. These should provide developmental feedback to trainees to enable them to identify what they are doing well and to highlight what improvements could be made in future delivery.

Effective practice demands that the majority of observations are conducted "live" so that the observer can make rounded judgements not just about delivery but also on learners' responses and outcomes and how the dynamics of teaching and learning evolve.

Those training providers that use remote observation for assessment purposes should note that a balance of in person and remote observation is recommended, and only then if Qualifi are satisfied that the remote observation is robust. Remote observation can be helpful when it is utilised as part of a professional discussion, but the sole use of remote observation techniques involving video or digital recording, does not provide sufficient scope and should be avoided

Qualifi provides sample observation templates to all centres to meet the assessment criteria.

For further information, please contact Qualifi.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma.

QUALIFI will issue certificates to all successful learners through the registered centres.

8.2 Classification of Awards

This qualification is pass/fail.

Decisions about the overall achievements of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair, and straightforward system that ensures as an effective, prompt, and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 1158882323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

QUALIFI Level 5 Diploma in Education and Training

Unit ET501: Theories, Principles and Models in Education and Training

Unit code R/618/2526

RQF level: 5

Unit Aim

The aim of this unit is to provide the learner with the knowledge and understanding of theories, principles and models applied to education and training. Learners will review the application of theories, principles, and models of learning, understanding the role of communication and assessment in education and training.

The unit will also cover the application of theories and models of curriculum development within an area of specialism, and the application of theories and models of reflection. Learners will be in a better position to use the skills in the evaluation and improvement in your own practice. **Learning Outcomes, Assessment Criteria, and Indicative Content**

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1. Understand the application of theories, principles, and models of learning in education and training.	1.1 Analyse theories, principles, and models of learning.	Learning theory (andragogy, behaviourism, cognitivism, humanism, socially situated learning), motivation theory (e.g., Maslow, Herzberg, McGregor), learning domains, Bloom's taxonomy, assessment theory, different types of assessment (e.g., initial, formative, summative), different methods of assessment (e.g., observation, oral questioning, written questions, practical exercises), reflective practice theory, models of reflection (e.g., Gibbs, Schon, Rolfe, Brookfield).

	<p>1.2 Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment.</p>	<p>Learning theory (andragogy, behaviourism, cognitivism, humanism, socially situated learning), motivation theory (e.g., Maslow, Herzberg, McGregor), learning domains, Bloom's taxonomy, assessment theory, different types of assessment (e.g., initial, formative, summative), different methods of assessment (e.g., observation, oral questioning, Individual Learning Plans IPLS, SMART targets, written questions, practical exercises), reflective practice theory, models of reflection (e.g., Gibbs, Schon, Rolfe, Brookfield).</p>
	<p>1.3 Analyse models of learning preferences.</p>	<p>Models of learning preferences, e.g. Kolb, Honey & Mumford, VAK (VARK – Visual, Auditory, Reading, Kinaesthetic). Coffield et al critique of learning styles, learning preferences dependent on context (Entwistle), Metacognition ability to set explicit, challenging goals, to identify strategies to reach these goals and to monitor progress towards goals.</p>

	<p>1.4 Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment.</p>	<p>Learning preferences, different teaching and learning methods to accommodate different learners and different abilities or needs (e.g. one to-one, paired work, small group teaching, whole group learning), maximise learning, to Individual Learning Plans (ILPS), communication theory, written, verbal and non-verbal communication, inclusive language, lesson planning, differentiation, self-reflection and self-assessment, classroom management, applying organisational policies and procedures, demonstrating use of appropriate resources, strengths and limitations of specific resources, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities.</p>
<p>2. Understand the application of theories, principles and models of communication in education and training.</p>	<p>2.1 Analyse theories, principles, and models of communication.</p>	<p>Transactional analysis, interactive, linear, institutional, social, cultural, and personal barriers to communication. Communication theory (e.g., Piaget, Vygotsy, Berne, Bruner, Bernstein) SMOG measure of readability, paper based and online communication.</p>

	<p>2.2 Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment.</p>	<p>Lesson planning, Blooms Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language, literacy, numeracy (LLN), adult core curriculum, communication theory, written, verbal and non-verbal communication, inclusive language, readability (FOG and SMOG index), reading age, listening skills, feedback on process and product, questioning technique.</p>
<p>3. Understand the application of theories, principles, and models of assessment in education and training.</p>	<p>3.1 Analyse theories, principles, and models of assessment.</p>	<p>Assessment theories and different stages of assessment (screening, initial, diagnostic, formative, summative), different forms of assessment (self, peer, ipsative, criterion referenced, normative referenced), assessment of learning, assessment as learning, embedded opportunities, integrated or holistic approaches, centrality of formative assessment in teaching, 2-way feedback (Hattie), including questioning approaches (William), e-assessment, e-portfolio, assessment for learning, different methods of assessment (computerised, group work, practical observation, presentations, question and answer, test, role play, witness testimony), formal and informal assessment, validity, reliability, adaptation of assessment arrangements to meet the needs of individual learners.</p>

	<p>3.2 Explain ways in which theories, principles and models of assessment can be applied in assessing learning.</p>	<p>The learning journey and its relationship to the assessment cycle, assessment planning involving the learner, different stages of assessment (screening, initial assessment, diagnostic assessment, formative, summative), different forms of assessment (self, peer, ipsative, criterion referenced, norm referenced, assessment for learning, assessment as learning, assessment of learning), different methods of assessment (e.g. observation, oral questioning, written questions, project based assignments, examinations, product evidence), formal and informal, paper based and non-paper based, awarding organisation requirements, considering issues that impact upon selection of assessment methods (Validity, reliability, fairness, sufficiency, currency, authenticity), strengths and limitations of different assessment methods, adaptation of assessment strategies to meet individual needs, awarding organisation specification with reference to specific assessment requirements, differentiation, constructive feedback.</p>
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<p>4. Understand the application of theories and models of curriculum development within their own area of specialism.</p>	<p>4.1 Analyse theories and models of curriculum development.</p>	<p>Educational ideologies (e.g., academic, liberal, progressive, instrumental, democratic), theories and principles (e.g., Kelly, Rogers, Maslow, Skinner, Watson, Piaget, Gardner et al) curriculum as a body of knowledge, product, process, praxis, curriculum models (e.g. linear, modular, spiral), analysis of factors impacting upon curriculum design (e.g., national policy, local issues, organisational issues, resource availability, needs of learners, educational ideology and sociological issues, awarding organisation, requirements), schemes of work, lesson planning, different methods of delivering teaching and learning, different methods of assessment, strengths, and limitations of resources.</p>
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	<p>4.2 Explain ways in which theories and models of curriculum development can be applied in developing curricula in their own area of specialism.</p>	<p>Inclusion, differentiation, schemes of work, lesson planning, different teaching and learning methods to accommodate different learning preferences and different abilities and/or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/social/cultural/personal barriers to learning, promoting equality and diversity, opportunities for development of skills, Bloom's Taxonomy of Learning (Categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language/literacy/ numeracy (LLN), different assessment methods, use of ICT in study and presentation, meeting requirements of awarding organisation, legislation impacting on practice.</p>
<p>5. Understand the application of theories and models of reflection and evaluation to reviewing their own practice.</p>	<p>5.1 Analyse theories and models of reflection and evaluation.</p>	<p>Models of reflection (e.g., Schön, Gibbs, Brookfield, Johns, Atkins, and Murphy), self-reflective practice, models of evaluation (e.g. Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), Greenaway (plan-do-review), Kolb's Learning Cycle, Honey & Mumford (Learning styles), identifying assessment outcomes as basis for improvement/target setting.</p>

	5.2 Explain ways in which theories and models of reflection and evaluation can be applied to reviewing their own practice.	Nature of reflective practice, different opportunities to engage in reflective practice (e.g. reflective journal, reviewing own actions actively, use of critical thinking, questioning choices, problem solving, seeking feedback from a range of suitable sources, engaging with a mentor, Schön (reflection in action/reflection on action)), different models to frame reflective practice (e.g. Gibbs, Atkins and Murphy, Rolfe, Johns), strengths and limitations of different opportunities, strengths and limitations of different models, alternative approaches to reflection including ICT.
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Delivery and Assessment Guidance

This unit is a prerequisite for: Unit 1 Developing, Teaching, Learning and Assessment in Education and Training (Level 5). learners must be given opportunities to show their development of knowledge, understanding and skills demonstrated in other units.

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding, and it is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication, and assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, and 5.2. will be assessed by written assessment.

Written assessment is a necessary part of this unit in order to assess the skills of analysis and academic writing required by a Level 5 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments

- case studies
- reflective journal

Where applicable your assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

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

Suggested Reading

Text

- Avis J, Fisher R and Thompson R (eds) – Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition (Open University Press, 2018)
- Cohen L, Manion L, and Morrison K – A Guide to Teaching Practice, 5th edition (Routledge, 2011)
- Duckworth V, Wood, J, Dickinson J & Bostock J – Successful Teaching Practice in the Lifelong Learning Sector (Learning Matters, 2010)
- Gould J – Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving QtIs Series (Learning Matters, 2012)
- Gravells A - Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills) (Sage 2007)
- Griffith A and Burns M – Outstanding Teaching: Engaging Learners (Crown House Publishing, 2012)
- Hattie J – Visible Learning for Teachers: Maximising Impact on Learners (Routledge, 2012)
- Illeris K – Contemporary theories of learning: learning theorists: in their own words (Routledge, 2018)
- Karl A and Riley A - Understanding and Using Educational Theories, 2nd Edition (Sage 2018)
- Keeley-Browne L – Training to Teach in the Learning and Skills Sector (Pearson, 2007)

- Machin I and Hindmarch D - A Complete Guide to The Level 5 Diploma in Education and Training (Further Education), 3rd Edition (Critical 2020)
- Petty G – Teaching Today: A Practical Guide (Oxford University Press, 2014)
- Powell S and Tummons J – Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition (Learning Matters, 2011)
- Reece I and Walker S – Teaching, Training and Learning: A Practical Guide (Business Education, 2007)
- Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)

Journals and/or magazines

- Education + Training - Emerald Insight
- Journal of Education - SAGE Journals
- Journal of Education and Training - Macrothink Institute
- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
- Times Higher Education – weekly newspaper

Websites

- www.anngravells.com - Ann Gravells, online teaching resources
- www.beis.gov.uk – Department for Business, Energy & Industrial Strategy Innovation and Skills
- www.crl.org.uk – Centre for Research in Lifelong Learning
- www.Dylanwiliam.net – Dylan Wiliam, professional development materials
- www.excellencegateway.org.uk – Learning and Skills Improvement Service (LSIS)
- www.geoffpetty.com – Geoff Petty, online teaching resources
- www.ifl.ac.uk – Institute for Learning
- www.infed.org – informal education
- www.learningandteaching.info/ – approaches to learning and teaching
- www.niace.org.uk – The National Institute of Adult Continuing Education
- www.ofsted.gov.uk – Office for Standards in Education
- www.skillsfundingagency.bis.gov.uk – Skills Funding Agency (SFA)
- www.Teacherstoolkit.com – sources for teaching resources

- www.vital.ac.uk – Open University and Department for Education professional development programme and resources

Unit ET407: Teaching, Learning and Assessment in Education and Training

Unit code F/618/2537

RQF Level: 4

Unit Aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills relating to teaching, learning and assessment in education and training. This will enable the learner to understand the role and responsibilities of a teacher in education and training.

The unit will encourage the learner to identify how to agree individual learning goals and planning, as well as delivering and assessing inclusive teaching and learning, while creating and maintaining an inclusive learning environment.

The learner will be required to research and then use of a range of resources to allow them to appreciate the importance of different approaches. This research is essential for the learner to be able to demonstrate the level of analysis needed for this unit, as well as applying theories and models of reflection to evaluate their own practice.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1. Be able to use initial and diagnostic assessment to agree individual learning goals with learners.	1.1 Use methods of initial and diagnostic assessment to agree individual learning goals with learners	Organisational policy and practice, different methods of initial assessment (e.g., interview, multiple choice question and answer, computerised test, practical test, written assignment, discussion), written/verbal/non-verbal, inclusive language, agreeing goals and adapting assessment arrangements to meet the needs of individual learners, action plans, identifying prior achievements, addressing knowledge or skills gap.

<p>1.2 Record learners' individual learning goals.</p>	<p>Individual Learning Plan (ILP) involving the learner, negotiation skills (personal and organisational), paper based, or IT based, prioritisation and reasons for these (personal, organisational), individual needs, recording, student ownership. Learner involvement, action planning, SMART targets (specific, measurable, achievable, relevant, timely) agreed timescale for review.</p>
<p>1.3 Explain why it is important to identify and meet the individual needs of learners.</p>	<p>Recognise barriers to learning, learning preferences, prior experience, recognition of prior learning (RPL), individual needs, aspirations, current levels of qualification aptitude, motivation, achievement, setting SMART targets, learner involvement, identifying goals, action planning, progression opportunities, written/verbal/nonverbal communication, organisational policy, and practice</p>
<p>1.4 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals.</p>	<p>Purpose of initial assessment (e.g., identify barriers to learning, learning preferences, prior experience, recognition of prior learning (RPL), addressing knowledge or skills gap, aspirations, current levels of qualification aptitude), purpose of diagnostic assessment (identify learning needs), organisational policy and practice, negotiation skills, SMART targets, learner involvement, action planning, written/verbal/non-verbal communication.</p>

<p>2. Be able to create and maintain a safe, inclusive teaching and learning environment.</p>	<p>2.1 Establish and sustain a safe, inclusive learning environment</p>	<p>Safe environment e.g., Regulation and legislation, organisational policies and procedures, health and safety, risk assessment, maintenance of equipment, model best practice. negotiation skills, negotiating group and individual behaviours, prompt response to challenging behaviours, promoting student responsibility, empowerment, establishing boundaries, strands of diversity, democratic approach, learners' responsibility for their own learning, barriers to learning, coping strategies, negotiation, goal setting, appropriate support mechanisms, fostering curiosity, appropriate level of challenge, ways to encourage individual and independent learning, identify and redress poor motivation and inappropriate behaviour, stimulate independent learning, codes of practice.</p>
	<p>2.2 Explain why it is important to promote appropriate behaviour and respect for others.</p>	<p>Creating an inclusive learning environment e.g., student and group contracts, peer working, preparation for work. Recruitment, retention and achievement, policies, and procedures. Recognition of cultural diversity, empowerment, increased involvement in society, improved employment opportunities, addressing barriers to learning (Instructional, social, cultural, and personal) equality of opportunity. Regulation and legislation including the common inspection framework, equality legislation, compliance with internal systems and processes.</p>

	<p>2.3 Explain ways to promote equality and value diversity.</p>	<p>Verbal and non-verbal communication skills, written communication, pitching communication at appropriate levels for the learners, acknowledging diversity in preparing resources, stereotyping, adapting resources to support individual learners, understanding cultural variation in language (language structure and gestures), referral agencies, different forms of communicating (posters, newsletters, e-mail, presentation, report), promoting appropriate role models, challenging unacceptable language and behaviour, engaging and empowering students, consider personal values and beliefs, peer assessment.</p>
<p>3. Be able to deliver inclusive teaching and learning.</p>	<p>3.1 Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners.</p>	<p>Motivation theory (e.g., Maslow, Herzberg, McGregor, Dwerk), learning preferences, lesson planning, differentiation, classroom management, varied, active engagement, applying organisational policies and procedures, written, verbal and non-verbal communication. Learners' levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), testing resources, readability of resources, computerised resources, strengths, and limitations of specific resources, learning preferences, specific to assessment, opportunities to practice skills, experimentation, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities.</p>

<p>3.2 Demonstrate ways to promote equality and value diversity in own teaching.</p>	<p>Verbal and non-verbal communication skills, written communication, positive use of authority, pitching communication at appropriate levels for the learners, acknowledging diversity in preparing resources, stereotyping, action against discrimination, adapting resources to support individual learners, managing group and peer activities, understanding cultural variation in language (language structure and gestures), referral agencies, different forms of communicating (posters, newsletters, e-mail, presentation, report).</p>
<p>3.3 Communicate with learners and learning professionals to meet individual learning needs.</p>	<p>Teachers, mentors, learning support specialists, specialist or training providers, written/verbal/non-verbal communication, range of media, support learners with other professionals, responding to and involving learners.</p>
<p>3.4 Analyse the effectiveness of teaching and learning approaches used in their own area of specialism in relation to meeting the individual needs of learners.</p>	<p>Models of reflection (e.g., Schön, Gibbs, Brookfield, Johns, Atkins, and Murphy), self-reflective practice, models of evaluation (e.g., Kirkpatrick), learner evaluation (qualitative-information), opportunities to practice skills, programme evaluation (qualitative and quantitative information), awarding organisation requirements, vocational standards, identifying assessment outcomes as basis for improvement/target setting, professionalism.</p>

	<p>3.5 Analyse benefits and limitations of communication methods and media used in their own area of specialism.</p>	<p>Communication strategy, communication skills (e.g., written, verbal and non-verbal), methods of reporting (e.g., verbal, written, graphic), quality of materials and their relevance to learning, dissemination formats (e.g., presentation, publication, noticeboard, email, report), negotiation skills, media (e.g. webcast, podcast, RSS feeds and VLE's), video conferencing, blogs. Impact and relevance.</p>
	<p>3.6 Analyse the effectiveness of resources used in their own area of specialism in relation to meeting the individual needs of learners.</p>	<p>Learning preferences (e.g., VAK - Visual, Auditory, Kinaesthetic, SMOG – Mclaughlin formula/polysyllable count), testing resources, effectiveness, readability of resources, strengths, and limitations of range of resources (paper based, IT based, practical objects), representation of cultural difference, adapting resources to accommodate specific learning difficulties and disabilities.</p>
	<p>3.7 Adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners.</p>	<p>Learning preferences (e.g., VAK - Visual, Auditory, Kinaesthetic, SMOG – Mclaughlin formula/polysyllable count), testing resources, readability of resources, strengths, and limitations of range of resources (paper based, IT based, practical objects), use of different learning styles (paper based, IT based, practical objects) representation of cultural difference, adapting resources to accommodate specific learning difficulties and disabilities.</p>

<p>4. Be able to assess learning in education and training.</p>	<p>4.1 Use types and methods of assessment, including peer and self-assessment, to:</p> <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. • meet internal and external assessment requirements. 	<p>To involve learners in assessment, meet the individual needs of learners, enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current, meet internal and external assessment requirements, assessment planning involving the learner, ownership, different methods of assessment (e.g. observation, oral questioning, written questions, project based assignments, peer or self-assessment), setting targets, reflective, formal and informal, paper based and non-paper based, awarding organisation requirements, different types of assessment (e.g. formative, summative), standardisation.</p>
	<p>4.2 Use questioning and feedback to contribute to the assessment process.</p>	<p>Questioning technique and structure, feedback ‘sandwich’ (praise-criticism-praise), clear, constructive, appropriate feedback, skills assessment, identifying assessment outcomes as a basis for improvement/targets setting, measuring achievements in setting goals/action planning, use of feedback from range of appropriate sources e.g., work-based assessor, timely reviews, learner self-reflection.</p>
	<p>4.3 Record the outcomes of assessments to meet internal and external requirements.</p>	<p>Address student needs, awarding organisation requirements, appropriate context, regulatory and funding organisation requirements, internal organisational policy and practice, accuracy, legibility, written communication, validated assessors, auditable records.</p>

<p>4.4 Explain the purposes and types of assessment used in education and training.</p>	<p>Different stages of assessment (screening, initial, diagnostic, formative, summative), different forms of assessment (self, peer, ipsative, criterion referenced, normative referenced), assessment of learning, assessment as learning, assessment for learning, awarding body requirements, different methods of assessment (computerised, group work, practical observation, presentations, question and answer, test, role play, witness testimony e-assessment), setting goals, demonstration of understanding, formal and informal assessment, validity, reliability, adaptation of assessment arrangements to meet the needs of individual learners.</p>
<p>4.5 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners.</p>	<p>observation, presentations, question and answer, test, role play, witness testimony), formal and informal assessment, validity, reliability, flexibility of internally set and marked assessment, adaptation of assessment arrangements to meet the needs of individual learners, appropriate timing and context, alternative technologies, standardised (Between learners, across organisations) feedback and appropriate re-testing and resubmission.</p>

	<p>4.6 Communicate assessment information to other professionals with an interest in learner achievement.</p>	<p>Assessment theory, student achievement, support needs, different methods of assessment (e.g. observation, oral questioning, written questions, games, assignments), different types of assessment (e.g., formative, summative), validity and reliability of assessment methods selected, strengths and limitations of a range of resources, reflective practice. Other professionals, awarding bodies, other education, or training providers.</p>
<p>5. Be able to implement expectations of the minimum core in planning, delivering, and assessing inclusive teaching and learning.</p>	<p>5.1 Apply minimum core elements in planning, delivering, and assessing inclusive teaching and learning.</p>	<p>Adult literacy core curriculum, adult numeracy core curriculum, models of embedding core curricula (e.g., dual skills teaching (one teacher), integrated team teaching (team of teachers with complementary expertise working together), linked or contextualised teaching (literacy, language, and numeracy LLN linked to the vocational area using contextualised material), other forms of active collaboration between teachers to support learners progress towards vocational and LLN goals), signposting adult core curricula references, lesson plans. ICT and blended learning.</p>

	<p>5.2 Analyse ways in which minimum core elements can be demonstrated in planning, delivering, and assessing inclusive teaching and learning.</p>	<p>Analysis of personal skills in relation to adult core curriculum, different learning, and teaching methods to accommodate different learning preferences and different learning abilities and/or needs including one to-one, paired work, small group work, whole group teaching, different assessment methods (e.g. observation, oral questioning, written questions, games, assignments, the use of ICT), meeting special assessment requirements, resource selection relating to learners' levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), readability of resources, computerised resources, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities, evaluation theory (e.g. Kirkpatrick).</p>
<p>6. Understand roles, responsibilities and relationships in education and training.</p>	<p>6.1 Analyse their own role and responsibilities in education and training.</p>	<p>Teaching and training cycle (identify needs, plan, design, deliver/facilitate, assess, evaluate), developing own practice, Information, roles, and responsibilities. Advice and Guidance (IAG), signposting, liaising with other professionals, meeting organisation requirements, systems, procedures, maintaining standards, quality assurance, keeping records, registers, results, health, and safety in the workplace, keeping up with own professional requirements.</p>

<p>6.2 Summarise aspects of legislation, regulatory requirements and codes of practice relating to their own role and responsibilities.</p>	<p>Appropriate legislation and codes of practice (e.g. health and safety, equal opportunities), own role in promoting equality, teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation, data protection, consumer legislation and other legislation relating to subject specialism, regulatory requirements, safeguarding, child protection, make a positive contribution, achieve economic wellbeing, record keeping, codes of practice, subject specialist codes of practice, boundaries of the teaching role.</p>
<p>6.3 Analyse the relationships and boundaries between the teaching role and other professional roles.</p>	<p>Role of collegiality and collaboration in local and regional areas, role of support agencies, learner referral, signposting, learner support opportunities, learning support opportunities, the different teams with which you interact in your daily work (e.g., external support agencies, external regulatory bodies, internal administrative support, internal quality assurance teams), limits of responsibility. Professional and personal boundaries.</p>
<p>6.4 Describe points of referral to meet the needs of learners.</p>	<p>Identifying support needs of learners, screening, initial assessment, diagnostic assessment, administration, identifying key staff within organisations responsible for referral, identifying sources of learner support and learning support.</p>

<p>7. Be able to plan inclusive teaching and learning.</p>	<p>7.1 Devise a scheme of work in accordance with internal and external requirements.</p>	<p>Scheme of work, lesson plans, aims and objectives, subject specialist knowledge, different learning and teaching methods to accommodate different learners and different abilities or needs (including one-to-one, paired work, small group teaching, whole group teaching), timetabling, minimising potential barriers to ensure curricula are accessible to all, assessment theory, consideration of how to deliver and requirements for specialist delivery, resources, location, equipment and timing, legislation, entitlement, differentiation, strands of diversity, moderation and standardisation requirements. application of policy and procedures, consideration of learners' needs, awarding organisation requirements.</p>
	<p>7.2 Design teaching and learning plans which respond to:</p> <ul style="list-style-type: none"> • the individual goals and needs of all learners. • curriculum requirements. 	<p>Lesson plans, aims and objectives, subject specialist knowledge, different learning and teaching methods to accommodate different learners and different abilities or needs (including one-to-one, paired work, small group teaching, whole group teaching), opportunities to practice skills, minimising potential barriers to ensure curricula are accessible to all, linked assessment, assessment embedding adult core curriculum, learning preferences, strengths and limitations of specific resources, legislation impacting upon practice.</p>

<p>7.3 Explain how their own planning meets the individual needs of learners.</p>	<p>Learning preferences, inclusion, differentiation, written and verbal communication, scheme of work, lesson plans, aims and objectives, subject specialist knowledge, different learning, and teaching methods to accommodate different learners and different abilities or needs (including one-to-one, paired work, small group teaching, whole group teaching), flexible approaches, learner centred, Kolb's Learning Cycle, Bloom's types of learning, minimising potential barriers to ensure curricula are accessible to all, assessment theory, consideration of how to deliver and requirements for specialist delivery, resources, location, equipment and timing, legislation, entitlement, differentiation, strands of diversity, application of policy and procedures, consideration of learners' needs, awarding organisation requirements.</p>
<p>7.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners.</p>	<p>Learning preferences, different learning and teaching methods (strengths and limitations), lesson planning, extension activities, differentiated outcomes, Bloom's Taxonomy of Learning (categorisation of objectives – knowledge, comprehension, application, analysis, synthesis, evaluation), embedding LLN (language, literacy and , numeracy) and ICT, active rather than didactic approaches, collaborative activities, minimising barriers to learning and making curricula accessible to all, learners' levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), readability of resources, adapting assessment to meet specific learning difficulties and disabilities.</p>

	7.5 Identify opportunities for learners to provide feedback to inform inclusive practice.	Lesson planning, using feedback from a range of suitable sources (e.g. learners, peers), use of feedback pro forma, self-reflection, active listening, evaluation theory, learner contributions, formal and informal feedback.
8. Be able to evaluate their own practice in planning, delivering, and assessing inclusive teaching and learning.	8.1 Review the effectiveness of their own practice in meeting the needs of individual learners, taking account of the views of learners and others.	Self-reflective practice, own review of planning, use of feedback from a range of suitable sources (e.g., learners, tutors, awarding organisations, assessment requirements), formal and informal feedback, effectiveness, meetings and sharing of good practice.
	8.2 Identify areas for improvement in their own practice in meeting the individual needs of learners.	Self-reflective practice, use of feedback from a range of suitable sources (e.g., learners, tutors, awarding organisations), meetings and sharing of good practice, CPD and action planning, SMART targets (specific, measurable, achievable, relevant, timely). Assessing, e.g., awarding organisation training, updating technical knowledge.

Assessment requirements

Training Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed to achieve the unit. Detailed assessment criteria can be found in delivery assessment guidance.

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding, and it is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication, and assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes 1.3, 1.4, 2.2, 2.3, 3.4, 3.5, 3.6, 3.7, 4.4, 4.5, 4.6, 5.2, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1 and 8.2. will be assessed by written assessment.

Written assessment is a necessary part of this unit in order to assess the skills of analysis and academic writing required by a Level 5 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable your assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, and 5.1 will be in the form of teaching practice of learners in a teaching / training environment.

Trainee teachers will be observed and assessed during teaching practice in order to achieve the unit. Simulation is not permitted

Evidence and range criteria to be covered for assessment

The trainee teacher must be able to provide evidence of a minimum of **two (2)** assessed observations of practice that meet the required standard of practice

Trainee teachers must have access to appropriately qualified and experienced observers, either the programme tutor or a subject specialist from their specialist area. Written reports detailing observation outcomes and competent performance of observation outcomes, must be completed for each observation (of a minimum of **one (1)** -hour sessions or equivalent).

Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and Trainee teacher /learner responses. Observations will be signed and dated by the trainee teacher and assessor. Trainee teacher observation records and evidence, and evidence will be retained in the trainee teacher's portfolio.

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

Suggested Reading

Text

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- Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)

Journals and/or magazines

- Education + Training - Emerald Insight
- Journal of Education - SAGE Journals
- Journal of Education and Training - Macrothink Institute
- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
- Times Higher Education – weekly newspaper

Websites

- www.anngravells.com - Ann Gravells, online teaching resources
- www.beis.gov.uk – Department for Business, Energy & Industrial Strategy Innovation and Skills
- www.crlf.org.uk – Centre for Research in Lifelong Learning
- www.Dylanwiliam.net – Dylan Wiliam, professional development materials
- www.excellencegateway.org.uk – Learning and Skills Improvement Service (LSIS)
- www.geoffpetty.com – Geoff Petty, online teaching resources
- www.ifl.ac.uk – Institute for Learning
- www.infed.org – informal education
- www.learningandteaching.info/ – approaches to learning and teaching
- www.niace.org.uk – The National Institute of Adult Continuing Education
- www.ofsted.gov.uk – Office for Standards in Education
- www.skillsfundingagency.bis.gov.uk – Skills Funding Agency (SFA)
- www.Teacherstoolkit.com – sources for teaching resources
- www.vital.ac.uk – Open University and Department for Education professional development programme and resources

Unit ET502: Developing Teaching, Learning and Assessment in Education and Training

Unit code: J/618/2538

RQF level: 5

Unit Prerequisites

The achievement of *Unit 1: Theories, Principles and Models in Education and Training*, is a prerequisite for taking this unit.

Training Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed to achieve the unit.

Detailed assessment criteria can be found in delivery assessment guidance.

Unit Aim

The aim of this unit is to provide the learner with knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. The unit includes investigating practice in a chosen area of specialism.

Learners will be encouraged to develop a further understanding of the principles and practices that underpin practical skills, by applying theories, principles and models of learning, communication, behaviour management and assessment in an inclusive teaching and learning environment. The unit will also introduce and how to apply theories and models of reflection to evaluate their own practice.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1. Be able to apply theories of behaviour management to create and maintain a safe, inclusive teaching and learning environment.	1.1 Establish and sustain a safe, inclusive learning environment.	Regulation, legislation, policy, and procedures, awarding organisation and government, equality, and diversity (e.g., Equality Act 2010), health and safety, risk assessment, codes of conduct, establishing boundaries, barriers to learning, individual learning needs, goal setting, encouraging independent learning, challenge inappropriate behaviour, active engagement, support measures and referrals, varied methods of teaching, assessment and resources (e.g., observation, written assessment, case studies)
	1.2 Analyse theories of behaviour management.	Management through motivation and group needs (Maslow's Hierarchy of Needs, Herzberg's Motivational Theory, Tuckman, Belbin), barriers to learning, group size, group dynamics, hierarchy, individual needs, prior experience, fears, conflict, encouraging independent learning, challenging inappropriate behaviour, negotiation, authority, support, referral, goal setting, feedback
	1.3 Explain how their own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management.	Models of behaviour management (e.g., Maslow, Herzberg, McGregor, Dwerk) lesson planning, barriers to learning, social, cultural, and individual needs, equality and diversity, individual learning needs, goal setting, reflective practice, feedback varied learning (e.g., role play, games, group work), peer teaching and feedback, responsibility for learning, flexible approach to learning.

<p>2. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning.</p>	<p>2.1 Use approaches and resources flexibly in inclusive teaching and learning, including technologies, to meet the needs of individual learners.</p>	<p>Variety of teaching and learning methods to facilitate learning preferences (e.g., one-to-one, group work, role play, paired work, peer learning), focus on learning rather than teaching, range of assessment methods (e.g., observation, peer feedback, case studies, practical demonstration), Bloom's Taxonomy of Knowledge, language, literacy, and numeracy (LLN) legislation, policy, and procedure, use of current and accessible technology and ICT, inclusiveness of resources.</p>
	<p>2.2 Promote equality and value diversity in their own teaching.</p>	<p>Inclusion, schemes of work, varied teaching and learning methods, lesson planning, engagement of learners, awareness of individual needs, adaptation, promotion of diversity and equality, encouragement of learners, challenges to inappropriate behaviours, minimising potential barriers to learning (e.g., institutional, social, cultural) peer feedback.</p>
	<p>2.3 Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression.</p>	<p>Range of communication, verbal, and non-verbal methods, with stakeholders (learners, teachers, support agencies, managers, employers, networking with other professionals, parents) to meet individual needs, encouragement of individual learning and self responsibility, action planning, target setting, support and referrals, encouragement of progression.</p>

	<p>2.4 Design resources that:</p> <ul style="list-style-type: none"> • promote equality and value diversity actively. • meet the identified needs of specific learners. 	<p>Fit for purpose, relevant and appropriate schemes of work and lesson planning, individual learning needs, differentiated learning resources, (e.g., font size, colour of paper) to accommodate learner preferences, SMOG (McLoughlin formula/polysyllable count), representative of cultural difference and including, race, gender, age, religious belief, sexual orientation etc, equality legislation, barriers to learning, avoiding stereotyping, range of materials for presentation styles.</p>
	<p>2.5 Explain how their own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication.</p>	<p>Learning models, theories and underlying principles, subject knowledge, qualification requirements, policies and procedures, codes of practice, initial assessment, subject content, qualitative and quantitative data, formative and summative assessment, teaching and learning strategies, evaluation, addressing barriers to learning, responding to learner needs, appreciation of the significance of language in learning, encouragement of two way process of learning.</p>
<p>3. Be able to apply theories, models, and principles of assessment to assessing learning in education and training.</p>	<p>3.1 Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements.</p>	<p>Awarding organisation needs, policy and procedures, legislations, data protection, equality, and diversity, health and safety, freedom of information, adaption of assessment methods to meet individual needs, formative and summative assessment, variety of range of evidence, provide guidance and support, repeat assessment, support learner in means of assessment (e.g., knowledge of criteria, method, timing).</p>

<p>3.2 Use assessment data in accordance with organisational procedures and standards for:</p> <ul style="list-style-type: none"> • monitoring learners' achievement, attainment, and progress. • setting learners' targets. • planning subsequent sessions. • recording the outcomes of assessment 	<p>Learner and assessment data records (learning plans LP, assessment plans, one-to-one reviews, tutorials, monitoring, tracking and progress, action plans, targets, induction and enrolment forms, witness, statements, observation records, recording of results, reports), Data protection, GDPR, safe storage, safeguarding, legislative and awarding organisation requirements, freedom of information.</p>
<p>3.3 Communicate assessment information to other professionals with an interest in learner achievement.</p>	<p>Awareness of and communication with other professionals (e.g., managers, colleagues, IQA, EQA, contractors, subcontractors), organisational self assessment (SAR) initial assessment, planning for assessment, assessment outcome, feedback to learner, progress reviews, action plans, target setting, appeals and complaints, accessibility of data in accordance with GDPR and data protection.</p>
<p>3.4 Design assessments that meet the individual needs of learners.</p>	<p>Awareness of formal and informal assessment, policies, procedures and requirements, stages of assessment (Screening, initial, diagnostic, formative, summative) Different methods of assessment e.g., formal, and informal, presentations, questions and answers, self-assessment, peer assessment, witness statements, online, group work, validity, reliability, adaptation.</p>
<p>3.5 Explain how their own assessment practice has taken</p>	<p>The learning journey and assessment cycle, stages of assessment, learner involvement, legislation, policy and</p>

	account of theories, models, and principles of assessment.	procedure, use of a variety of different methods, validity, reliability, fairness, authenticity of assessment, formative and summative assessment, strengths, and limitations of different assessment methods, meeting individual needs and a flexible approach, awarding organisation requirements.
4. Be able to deliver the minimum core in planning, delivery and assessment of inclusive teaching and learning.	4.1 Embed minimum core elements in planning, delivering, and assessing inclusive teaching and learning.	Adult language and literacy core curriculum, adult numeracy core curriculum, models of embedding core curricula (one teacher), integrated team teaching (team of teachers), linked or contextualised teaching (LLN linked to the vocational area using contextualised material), other forms of active collaboration between teachers to support learners progress towards vocational and LLN goals, signposting adult core curricula references, lesson planning and target setting, the use of ICT for developing resources and presentation.
	4.2 Analyse ways in which minimum core elements can be demonstrated in planning, delivering, and assessing inclusive teaching and learning.	Planning and opportunities to actively engage learners, learner centred approaches, different learning and teaching methods to accommodate different learning preferences and different learning abilities (including one-to-one, paired work, small group work, whole group teaching), different assessment methods (e.g. observation, oral questioning, written questions, games, assignments), meeting assessment requirements, policies and procedures, resource selection relating to learners levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), readability of resources, computerised resources and the use of ICT, avoiding stereotyping, evaluation theory (e.g. Kirkpatrick) development of skills for the workplace.

5. Be able to investigate practice in their own area of specialism.	5.1 Analyse the application of pedagogical principles in their own area of specialism.	Concepts of specialist knowledge, experiential learning, taxonomy of learning, multisensory models, kinaesthetic principles, teaching strategies, specialist resources, knowledge and skills, range of requirements both for teacher and learners, consideration of how to deliver, requirements for specialist delivery (resources, location, equipment, and timing), models of evaluation, qualitative and quantitative data, range of sources, liaising with other professionals, shared outcome.
	5.2 Evaluate the effectiveness of use of creative and innovative approaches in their own area of specialism.	Cycle of innovation, learner centred, self directed, blended learning, peer teaching, activity based learning, flexible learning, supported independent learning, SWOT analysis, use of feedback from a range of suitable sources (e.g., appraisals, learner feedback, performance reviews, observation reports), impact on own practice (social, cultural, and personal).
6. Be able to apply theories, principles and models of learning, communication, and assessment to planning inclusive teaching and learning.	6.1 Use initial and diagnostic assessments to agree learners' individual goals and learning preferences.	Learning preferences, recognising prior learning (RPL) and cross mapping, forms of initial and diagnostic assessment, SWOT analysis, specific learning needs, goals, target setting, interpretation of learning needs, analysis of results, written and verbal communication skills, recording feedback with learners, negotiating Individual Learning Plan (ILP) involving the learner, negotiation skills (personal and organisational), opportunities for development.

<p>6.2 Devise a scheme of work taking account of:</p> <ul style="list-style-type: none"> • the needs of learners. • the delivery models. • internal and external requirements. 	<p>Awarding organisation and qualification requirements, learning outcomes, access to resources, prior knowledge and experience, target audience, delivery models, methods of assessment, and methods of evaluation, internal requirements/limitations, storage of data.</p>
<p>6.3 Design teaching and learning plans which take account of:</p> <ul style="list-style-type: none"> • the individual goals need and learning preferences of all learners. • curriculum requirements. • internal and external requirements. 	<p>Lesson plans, defined goals, specialist knowledge, aims and objectives, diversity, different learning, and teaching methods to accommodate different learners and different abilities or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential barriers to learning, internal and external requirements, policies and procedures, assessment embedding adult core curriculum, strengths and limitations of specific resources, moderation and standardisation, national inspection requirements.</p>
<p>6.4 Identify opportunities for learners and others to provide feedback to inform inclusive practice.</p>	<p>Lesson planning, engaging learners, using feedback from a range of sources (e.g., learners, peers, key stakeholders, online and paper form), self-reflection, active listening, evaluation theory, formal and informal feedback.</p>

	<p>6.5 Explain how their own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication, and assessment.</p>	<p>Lesson planning , goal setting, identification of learning preferences, rationale for delivery methods and variety of resources to actively engage learners in learning, multi-sensory approaches, differentiation, group and individual dynamics, collaborative/team teaching, consideration of social, cultural and emotional factors affecting motivation, recognising and addressing barriers to learning, equality and diversity, methods of evaluation , assessment and reflective practice., ownership of goals.</p>
<p>7. Be able to apply theories and models of reflection and evaluation to the evaluation of their own practice in planning, delivering, and assessing inclusive teaching and learning.</p>	<p>7.1 Use theories and models of reflection to evaluate the effectiveness of their own practice in planning, delivering, and assessing inclusive teaching and learning.</p>	<p>Models of reflection as part of the learning cycle (e.g., Schön, Gibbs, Brookfield, Johns, Atkins, and Murphy), individual learning plan, self-reflective practice, use of SWOT analysis, models of evaluation (e.g., Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), target setting, professionalism.</p>
	<p>7.2 Analyse ways to improve their own practice in planning, delivering, and assessing inclusive teaching and learning.</p>	<p>Models of reflection (e.g., Schön, Gibbs, Brookfield, Johns, Atkins, and Murphy), self-reflective practice, models of evaluation (e.g., Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), shadowing of other professionals, identifying assessment outcomes as basis for improvement/target setting, professionalism, exploring new methods including the use of ICT, awarding organisation training, and updating, opportunities for CPD,</p>

Delivery and Assessment Guidance

This unit is a prerequisite for: Unit 1 Principals and Models in Education and Training, (Level 5). learners must be given opportunities to show their development of knowledge, understanding and skills demonstrated in other units.

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding, and it is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication, and assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes 1.2, 1.3, 2.4, 2.5, 3.4, 3.5, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, and 7.2. will be assessed by written assessment.

Written assessment is a necessary part of this unit to assess the skills of analysis and academic writing required by a Level 5 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, your assessor will integrate knowledge outcomes into practical observations in place of **some** written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality-assured by Qualifi.

The assessment of competence outcomes 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3 and 4.1 will be in the form of teaching practice of learners in a teaching / training environment.

Trainee teachers will be observed and assessed during teaching practice to achieve the unit. Simulation is not permitted.

Evidence and range criteria to be covered for assessment

Trainee teachers must have evidence of a minimum of **eight (8)** assessed observations of practice totalling a minimum of **eight (8)** hours to achieve this unit Developing Teaching, learning and assessment in education and training.

To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of **two (2)** assessed observations of practice that meet the required standard of practice

Trainee teachers must have access to appropriately qualified and experienced observers, either the programme tutor or a subject specialist from their specialist area. Written reports detailing observation outcomes and competent performance of observation outcomes, must be completed for each observation (of a minimum of **one (1)** -hour sessions or equivalent).

Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

There is **no** transfer of practice, or of observed and assessed practice, from **previous** achievement.

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and trainee teacher /learner responses. Observations will be signed and dated by the trainee teacher and assessor. trainee teacher observation records and evidence will be retained in the trainee teacher's portfolio.

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

Suggested Reading

Text

- Avis J, Fisher R and Thompson R (eds) – Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition (Open University Press, 2018)
- Cohen L, Manion L, and Morrison K – A Guide to Teaching Practice, 5th edition (Routledge, 2011)
- Duckworth V, Wood, J, Dickinson J & Bostock J – Successful Teaching Practice in the Lifelong Learning Sector (Learning Matters, 2010)
- Gould J – Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving Qtls Series (Learning Matters, 2012)

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- Griffith A and Burns M – Outstanding Teaching: Engaging Learners (Crown House Publishing, 2012)
- Hattie J – Visible Learning for Teachers: Maximising Impact on Learners (Routledge, 2012)
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- Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)

Journals and/or magazines

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- Journal of Education - SAGE Journals
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- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
- Times Higher Education – weekly newspaper

Unit 503: Professional Practice and Development in Education and Training

Unit code L/618/2539

RQF level: 5

Unit Aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills relating to wider professional practice in education and training. Learners will consider professionalism and professional values in education and training, the policy context of education and training, the impact of being accountable to stakeholders and external bodies and the organisational context of education and training.

The unit will identify further how to understand and contribute to the quality improvement and quality assurance arrangements of an organisation.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
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.	Dual professionalism, code of conduct, roles and responsibilities, national professional standards, professional association, Education and Training Foundation core values, subject specialist professional associations and core values, the nature of professionalism education and training, Initial Teacher Training (ITT) reforms and professional standards.
	1.2 Explain ways in which professional values influence their own practice in own area of specialism.	Own values shaped by cultural/ social/political factors, establishing, and sharing best practice, engaging in CPD opportunities, self reflection, forms of reflection (e.g. technical or problem solving reflection, practical reflection (appraisal of the whole situation involving the assumptions/values of the reflector), critical reflections which consider the social/political context of the issue), models of

		reflection (e.g., Gibbs, Johns, Rolfe et al, Atkins and Murphy).
2. Understand the policy context of education and training.	2.1 Explain ways in which social, political, and economic factors influence education policy.	National, regional, and local development objectives, national and devolved government responsibility, community support, employment, unemployment, immigration, migration, economic factors, impact of globalisation, future skill requirements, minimum skills, transferable skills, competitiveness, inspections, benchmarking, equality, and diversity.
	2.2 Analyse the impact of current educational policies on curriculum and practice in their own area of specialism.	The policy cycle (policy creation, policy implementation, policy monitoring, policy evaluation), pertinent government departments and policy documents relating to the lifelong learning sector, regulatory bodies (e.g., funding agencies), inspection regimes, curriculum setting, sector skills councils and standard setting bodies, boundary spanning, monitoring potential changes in policy within the sector, staff/workforce development for dual professionalism.
3. Understand the impact of accountability to stakeholders and external bodies in education and training.	3.1 Explain the roles of stakeholders and external bodies in education and training.	Stakeholder analysis, specialist staff, HR, regulatory bodies, standard setting bodies, awarding bodies, funding organisations, learners, employers.

<p>3.2 Explain how being accountable to stakeholders and external bodies has an impact on organisations in education and training.</p>	<p>Approval, endorsement, certification, standards and expectations, response to stakeholders, tailor made qualifications, access to contracts and funding, codes of conduct, codes of practice, staff functions, roles and responsibilities, policies and procedures, growth, development, work based learning, continuous improvement, opportunities.</p>
<p>3.3 Explain why it is important to work in partnership with employers and other stakeholders in education and training.</p>	<p>Factors affecting workforce development, benefits of engaging in workforce development (e.g., upskilling staff, increased productivity, improved competitiveness, empowerment of staff etc), minimising risk, quality assurance, networking, motivation theory (e.g., Maslow, Herzberg, McGregor). Partnerships with stakeholders e.g., schools, parents, awarding bodies.</p>
<p>3.4 Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery, and assessment in own area of specialism.</p>	<p>Stakeholder analysis, accountability, performance measurement, benchmarking, continuous improvement, access to funding, national standards, use of technology, alternative approaches to assessment, monitoring and inspection, quality assurance, marketing, promotion, recognition, reward.</p>

4. Understand the organisational context of education and training.	4.1 Explain the policies, codes of practice and guidelines of an organisation.	Vision, mission, objectives, internal requirements, external requirements, responsibilities within the organisation (e.g. legislation, regulatory requirements, integrated approaches, codes of practice, health and safety, equality and diversity, learner support provision, safeguarding, data protection, record keeping).
	4.2 Analyse the impact of organisational requirements and expectations on curriculum and practice in their own area of specialism.	Organisational policy and practice, evaluation theory (e.g., Kirkpatrick, Brookfield), use feedback from a range of suitable sources (e.g., learners, work-based assessor, peer, tutor observation, management), use of new technology, learner, and programme evaluation (Quantitative and qualitative information), equality and diversity of opportunity, confidentiality, data protection, health, and safety.
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.	Organisational policy and practice, data protection, awarding body requirements, regulatory and funding agency requirements, audit trails, internal quality assurance (IQA), external quality assurance (EQA), sharing best practice, staff mentoring, organisational self-assessment report (SAR) and development plans, standardisation, benchmarking, milestones, outcomes.

	<p>5.2 Explain the function of self assessment and self-evaluation in the quality cycle.</p>	<p>The quality cycle (plan, do, check, act), assessment for learning, assessment of learning, evaluation of teaching and learning, use qualitative and quantitative information, evaluation theory (e.g., Kirkpatrick, Brookfield), use of feedback from a range of suitable sources (e.g., learners, peer, tutor, manager), informal and formal methods, continuous quality improvement, implementation, and assessment of change.</p>
	<p>5.3 Evaluate a learning programme taking account of the quality arrangements of an organisation.</p>	<p>Organisational policy and practice, evaluation theory (e.g., Kirkpatrick, Brookfield), use formal and informal feedback from a range of suitable sources (e.g., learners, work-based assessor, peer, tutor observation, management), reactive response to concerns, learner, and programme evaluation (qualitative information), record keeping.</p>
	<p>5.4 Identify areas for improvement in a learning programme taking account of the outcomes of evaluation</p>	<p>Quality improvement plans, action planning, SMART objectives (specific, measurable, achievable, relevant, timely), strengths and limitations of organisations and own skills and knowledge (Experience, qualifications, current skills, and knowledge), use of new technology, feedback (from stakeholders, internal and external verification), liaison with other agencies and learning professionals, current research relating to professional practice. plan changes, flexible approaches to improve access to programme</p>

Assessment requirements

This is a knowledge-based unit and does not require learners to undertake assessment of practice in a teaching environment. It is recommended that learners have the opportunity to access teaching and learning environments, either with groups of students or with individual students to facilitate research enabling principles and theories to draw on workplace experience making theory more relevant to specific subject areas. There is a need for learners to show evidence of extended research from referenced sources.

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding, and it is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication, and assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3 and 5.4. will be assessed by written assessment.

Written assessment is a necessary part of this unit in order to assess the skills of analysis and academic writing required by a Level 5 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, your assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion

- oral questions

The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

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

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- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
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Websites

- www.anngravells.com - Ann Gravells, online teaching resources
- www.beis.gov.uk – Department for Business, Energy & Industrial Strategy Innovation and Skills
- www.crlf.org.uk – Centre for Research in Lifelong Learning
- www.Dylanwiliam.net – Dylan Wiliam, professional development materials
- www.excellencegateway.org.uk – Learning and Skills Improvement Service (LSIS)
- www.geoffpetty.com – Geoff Petty, online teaching resources
- www.ifl.ac.uk – Institute for Learning
- www.infed.org – informal education
- www.learningandteaching.info/ – approaches to learning and teaching
- www.niace.org.uk – The National Institute of Adult Continuing Education
- www.ofsted.gov.uk – Office for Standards in Education
- www.skillsfundingagency.bis.gov.uk – Skills Funding Agency (SFA)
- www.Teacherstoolkit.com – sources for teaching resources
- www.vital.ac.uk – Open University and Department for Education professional development programme and resources

Unit ET504: Action Research

Unit code F/618/2540

RQF level: 5

Unit Aim

The aim of this unit is for the learner to understand how to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research, and presenting the outcomes.

The learner will learn how to evaluate their own practice in relation to action research.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1. Understand the purpose and nature of action research.	1.1 Explain the purpose of action research.	Definitions of action research, models of action research, purpose of conducting action research, key characteristics of action research, systematic enquiry, personal and collaborative enquiry, providing information, investigating, and monitoring new initiatives, level of action research (personal, organisational, scholarly) professional values, advising management decisions, measuring, and evaluating change

	<p>1.2 Analyse the features of the action research process.</p>	<p>The researcher can be an interested party in the research i.e., in practice, formulating theory and hypothesis, improvement of an area of practice, improvement of the understanding of practice, planning research and collecting data, improvement of the situation in which the practice takes place, action research cycle (plan, act, observe, reflect, revised plan), planning research and collecting data, analysis, evaluation, presentation of findings, recommendations.</p>
	<p>1.3 Analyse the implications of a model of action research.</p>	<p>Possible criticism of the reliability of data gathering, subjective goals, possible researcher bias, researcher commitment to the critical analysis of their practice. research skills and methods, analysis of data interpretation</p>
<p>2. Be able to initiate action research.</p>	<p>2.1 Justify their own choice of an area of practice for action research.</p>	<p>Value search (what you want to change, what drives you, what challenges you, where do you want to develop your expertise) self-reflection, core values, critical friends, forming your core question, changes in government legislation, specific needs, use of new technologies</p>
	<p>2.2 Plan a clear intervention strategy.</p>	<p>Logic model (inputs, outputs, outcomes), force field analysis forces to support or challenge your action), engaging with students, supplementing through ICT up to date and specialist information, health, and safety, learning cohesion, understanding the needs and ideas of others.</p>

	<p>2.3 Justify the choice and timescales of an intervention strategy.</p>	<p>Context, literature review (structure, themes, topics, evidence to support/challenge arguments, sharing of views, findings, academic referencing). Recording achievements, monitoring schedules, revising schedules, timing of primary data collection, liaising with tutor.</p>
	<p>2.4 Explain how ethical and political considerations and issues of confidentiality will be observed in practice.</p>	<p>Ethics and research methods, policies and procedures, codes of conduct, privacy, data protection and GDPR, anonymity, choice, avoiding bias, informed consent (letters, templates), values, openness, honesty, engagement, research, and regulation.</p>
	<p>2.5 Implement a clear intervention strategy.</p>	<p>Framing overall research question, achievable targets, consider scope, where to focus, research methodology, appropriate use of technology, ethical issues, target audience, sampling, time frames, resources required, validity and reliability, data collection and analysis, verifying and validating data, reporting.</p>
<p>3. Understand ways of carrying out action research.</p>	<p>3.1 Evaluate methods for action research.</p>	<p>Questionnaires, structured interviews, accounts, observations, tests, personal constructs. Evaluating methods, fit for purpose, intended outcomes, recognising risks of bias, reliability and validity, participation, timescale appropriate.</p>

	3.2 Evaluate methods of collecting qualitative and quantitative data.	Questionnaires, primary and secondary data sources, data collection, quantitative and qualitative, structured interviews, accounts, observations, tests, use of software, questioning, responses.
	3.3 Review ways in which collected data may be analysed.	Thematic analysis, phenomenology, inductive data analysis, deductive data analysis, content analysis and comparisons of trends, discourse analysis categorisation, use of ICT, analysis of literature, statistical correlation between data sets, cross-check research findings using more than one method.
4. Be able to carry out action research.	4.1 Draw on selected literature relating to an area of practice for action research.	Literature review (structure, themes, topics, current specialist knowledge, Harvard referencing and bibliography, development of skills, specific changes in technology, evidence to support/challenge arguments, findings.
	4.2 Justify their own choice of methods selected for action research.	Collecting data, generating primary data, justification, appropriate methods, questionnaires, structured interviews, reliability and accountability, accounts, observations, tests, personal constructs, focus groups, timescale manageability, encouraging participation, minimising risk of bias.

<p>4.3 Collect data relating to an area of practice for action research.</p>	<p>Sample size, representativeness of sample, sampling strategy. Collecting and reviewing data using appropriate methods, data sourcing including technology, organisation of data, setting review dates and times, recording findings appropriately, comparison and trends, clear presentation of findings.</p>
<p>4.4 Analyse data collected from action research.</p>	<p>Summarise collected data, patterns, trends, themes, mean, median, mode, identification of variables and relationships, quantitative, qualitative, triangulation, coding, correlation, comparison of trends, crosschecking of findings, use of ICT, analysis, case studies from data, selecting representative data.</p>
<p>4.5 Present data collected from action research.</p>	<p>Purpose, theoretical background, data collection, observation, presentation, findings, conclusions, action planning/recommendations, recording of data, conversion of data, the use of charts, diagrams, graphs, statistical tables to show relationships.</p>
<p>4.6 Draw conclusions based on findings from action research.</p>	<p>Purpose, theoretical background, data collection, findings, conclusions, providing measured change and implications for practice, action planning/recommendations, highlighting developments in subject knowledge or skills.</p>

5. Be able to present the outcomes of action research.	5.1 Report their own findings and conclusions from action research.	Clear and objective report writing, rationale, purpose, theoretical background, data collection, clear links to original research, findings, justifiable conclusions, action planning/recommendations, presentation skills, recognising deficiencies in research design, avoiding generalisations and personal opinion, recommendations for improvements in practice.
	5.2 Justify their own recommendations for action to be taken based on conclusions from action research.	Report writing, rationale, purpose, theoretical background, data collection, findings, conclusions, action planning/recommendations, identifying unanswered questions, presentation skills, suggesting areas for improvement and further research, recommendations for professional practice.
6. Be able to evaluate their own practice in relation to action research.	6.1 Analyse the effectiveness of their own practice in relation to action research.	Evaluation theory (e.g., Kirkpatrick, Brookfield), reflective practice, use of feedback from a range of suitable sources (e.g., self, learner, peer/tutor observations, manager), qualitative and quantitative information, relevance, research goals, evaluation of research practices, contributions to change in practice or attitudes, consideration of the wider audience, value to the organisation.

	6.2 Identify their own strengths and areas for improvement in relation to action research.	Data collection, Reflective practice, evaluation of research skills, models of reflection (e.g., Gibbs, Schön, Brookfield), SWOT analysis (Strengths, weaknesses, opportunities, threats), knowledge through literature searches, accountability, recording and presenting findings, personal and professional responsibilities, objective conclusions.
	6.3 Plan opportunities to improve their own skills in action research.	Reflective practice, models of reflection and self-evaluation (e.g., Gibbs, Schön, Brookfield), SWOT analysis (strengths, weaknesses, opportunities, threats). CPD requirements, higher level qualifications, work shadowing, working with other professionals, peer feedback, mentoring, joining a professional body.

Assessment requirements

This is a knowledge-based unit and does not require learners to undertake assessment of practice in a teaching environment. It is recommended that learners have the opportunity to access teaching and learning environments, either with groups of students or with individual students to facilitate research enabling principles and theories to draw on workplace experience making theory more relevant to specific subject areas.

There is a need for learners to show evidence of extended research from referenced sources.

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding, and it is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication, and assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 6.1, 6.2 and 6.3. will be assessed by written assessment.

Written assessment is a necessary part of this unit in order to assess the skills of analysis and academic writing required by a Level 5 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, your assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

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

Suggested Reading

Text

- Avis J, Fisher R and Thompson R (eds) – Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition (Open University Press, 2018)
- Cohen L, Manion L, and Morrison K – A Guide to Teaching Practice, 5th edition (Routledge, 2011)
- Duckworth V, Wood, J, Dickinson J & Bostock J – Successful Teaching Practice in the Lifelong Learning Sector (Learning Matters, 2010)

- Gould J – Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving Qtls Series (Learning Matters, 2012)
- Gravells A - Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills) (Sage 2007)
- Griffith A and Burns M – Outstanding Teaching: Engaging Learners (Crown House Publishing, 2012)
- Hattie J – Visible Learning for Teachers: Maximising Impact on Learners (Routledge, 2012)
- Illeris K – Contemporary theories of learning: learning theorists: in their own words (Routledge, 2018)
- Karl A and Riley A - Understanding and Using Educational Theories, 2nd Edition (Sage 2018)
- Keeley-Browne L – Training to Teach in the Learning and Skills Sector (Pearson, 2007)
- Machin I and Hindmarch D - A Complete Guide to The Level 5 Diploma in Education and Training (Further Education), 3rd Edition (Critical 2020)
- Petty G – Teaching Today: A Practical Guide (Oxford University Press, 2014)
- Powell S and Tummons J – Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition (Learning Matters, 2011)
- Reece I and Walker S – Teaching, Training and Learning: A Practical Guide (Business Education, 2007)
- Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)

Journals and/or magazines

- Education + Training - Emerald Insight
- Journal of Education - SAGE Journals
- Journal of Education and Training - Macrothink Institute
- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
- Times Higher Education – weekly newspaper

Websites

- www.anngravells.com - Ann Gravells, online teaching resources
- www.beis.gov.uk – Department for Business, Energy & Industrial Strategy Innovation and Skills
- www.crl.org.uk – Centre for Research in Lifelong Learning
- www.Dylanwiliam.net – Dylan Wiliam, professional development materials

- www.excellencegateway.org.uk – Learning and Skills Improvement Service (LSIS)
- www.geoffpetty.com – Geoff Petty, online teaching resources
- www.ifl.ac.uk – Institute for Learning
- www.infed.org – informal education
- www.learningandteaching.info/ – approaches to learning and teaching
- www.niace.org.uk – The National Institute of Adult Continuing Education
- www.ofsted.gov.uk – Office for Standards in Education
- www.skillsfundingagency.bis.gov.uk – Skills Funding Agency (SFA)
- www.Teacherstoolkit.com – sources for teaching resources
- www.vital.ac.uk – Open University and Department for Education professional development programme and resources

Unit ET408: Develop and Prepare Resources for Learning and Development

Unit code J/618/2541

RQF level: 4

Unit Aim

The aim of this unit is to enable learners to prepare resources to support learning and development. This could involve developing resources from scratch or adapting existing resources to meet the needs of individual learners and the preparation of the learning environment, learning materials and equipment used to support learning.

Learners will be asked to evaluate examples of resources that include technical equipment, IT-based learning, handouts, workbooks, and visits to places of interest to support teaching.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1 Understand the principles underpinning development and preparation of resources for learning and development.	1.1 Explain the principles underpinning resource selection for learning and development.	Consideration of existing resources, financial constraints, and cost of developing new resources, purpose of the resource, needs of the learners in relation to the resource (e.g., level of complexity, use of images), adaptations required, different formats available, provision of choice, (e.g., paper based, IT based within the learning and development environment and online, practical objects), timescale for development of resources, copyright issues.

	<p>1.2 Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies.</p>	<p>Equality and diversity legislation, protection, copyright issues, learning preferences, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities, contribution to learning outcomes, learners' levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), strengths and limitations of specific resources, copyright, capabilities of the learners, validity etc.</p>
	<p>1.3 Evaluate the contribution of technology to the development of learning and development resources.</p>	<p>Capability of the learners, supporting access for students with disabilities, capabilities of the developer, availability of technology and facilities, strengths and limitations of technological resources, financial constraints, range of different resources available (YouTube, research availability, presentation formats e.g., power point, poster, presentation, video clips etc.), improving accessibility, how you use technology within the organisation.</p>
<p>2 Be able to develop resources to meet learning and development needs.</p>	<p>2.1 Agree the needs of learners for whom resources are being developed.</p>	<p>Barriers to learning (institutional, social, cultural, and personal barriers), learning preferences, varied delivery of resources, equality and diversity, self-reflection, written, verbal and nonverbal communication, questioning techniques, negotiation skills, capabilities of the learners, recording agreements, feedback, constraints to learning and delivery (e.g., budget, time, equipment).</p>

<p>2.2 Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality, and inclusion requirements are met.</p>	<p>Concept of the safe learner including identifying own health and safety responsibilities, identification of prohibitions and restrictions, safeguarding (e.g., every child matters), data protection legislation, organisational policies, and practices (e.g., equality and diversity (stereotyping, discrimination)), impact of legislation on own practice, inclusive, accessible communication, learning preferences (e.g., VAK - Visual, Auditory, Kinaesthetic, SMOG - Mclaughlin formula/polysyllable count), testing resources, customisable resources, readability of resources, strengths, and limitations of range of resources (paper based, IT based, practical objects), representation of cultural difference, adapting resources to accommodate specific learning difficulties and disabilities.</p>
<p>2.3 Plan adaptations and the use of technology within resources to meet learning and development needs.</p>	<p>Capabilities of the learners, capabilities of the developer, strengths, and limitations of a variety of resources, barriers of adaptations available (e.g., copying, change of font size/selection, change of colour, putting resources online, use of technology to provide alternatives to delivery in a classroom, online programmes (e.g., health and safety), organisational policies.</p>
<p>2.4 Prepare guidance to assist those using learning and development resources.</p>	<p>Guidance manuals, policies, procedures, lesson planning, needs of the learners, key learning points, developing and adapting resources.</p>

	2.5 Evaluate the suitability of resources for learning and development.	Feedback/evaluation from a range of suitable sources (e.g., learners, tutors, awarding bodies), appropriate written, verbal, and non-verbal communication, meetings and sharing of good practice.
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Assessment requirements

Training Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit which can be combined with unit 7. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed to achieve the unit.

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding and it is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication, and assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes 1.1, 1.2, 1.3, will be assessed by written assessment.

Written assessment is a necessary part of this unit in order to assess the skills of analysis and academic writing required by a Level 5 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, your assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements

- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes 2.1, 2.2, 2.3, 2.4, and 2.5 will be in the form of teaching practice of learners in a teaching / training environment.

Trainee teachers will be observed and assessed during teaching practice in order to achieve the unit. Simulation is not permitted

Evidence and range criteria to be covered for assessment

To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of **one (1)** assessed observations of practice that meet the required standard of practice

Trainee teachers must have access to appropriately qualified and experienced observers, either the programme tutor or a subject specialist from their specialist area. Written reports detailing observation outcomes and competent performance of observation outcomes, must be completed for each observation (of a minimum of **one (1)** -hour sessions or equivalent).

Professional discussion may be used as supplementary evidence for those criteria that do not occur naturally.

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and Trainee teacher /learner responses. Observations will be signed and dated by the trainee teacher and assessor. Trainee teacher observation records and evidence, and evidence will be retained in the trainee teacher's portfolio.

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

Suggested Reading

Text

- Avis J, Fisher R and Thompson R (eds) – Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition (Open University Press, 2018)
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- Gravells A - Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills) (Sage 2007)
- Gravells A and Simpson S – -The Certificate in Education and Training Learning Matters, 2014)
- Griffith A and Burns M – Outstanding Teaching: Engaging Learners (Crown House Publishing, 2012)
- Hattie J – Visible Learning for Teachers: Maximising Impact on Learners (Routledge, 2012)
- Illeris K – Contemporary theories of learning: learning theorists: in their own words (Routledge, 2018)
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- Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)

Journals and/or magazines

- Education + Training - Emerald Insight
- Journal of Education - SAGE Journals
- Journal of Education and Training - Macrothink Institute
- Journal of Curriculum Studies Taylor and Francis London

- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
- Times Higher Education – weekly newspaper

Websites

- www.anngravells.com - Ann Gravells, online teaching resources
- www.beis.gov.uk – Department for Business, Energy & Industrial Strategy Innovation and Skills
- www.crlf.org.uk – Centre for Research in Lifelong Learning
- www.Dylanwiliam.net – Dylan Wiliam, professional development materials
- www.excellencegateway.org.uk – Learning and Skills Improvement Service (LSIS)
- www.geoffpetty.com – Geoff Petty, online teaching resources
- www.ifl.ac.uk – Institute for Learning
- www.infed.org – informal education
- www.learningandteaching.info/ – approaches to learning and teaching
- www.niace.org.uk – The National Institute of Adult Continuing Education
- www.ofsted.gov.uk – Office for Standards in Education
- www.skillsfundingagency.bis.gov.uk – Skills Funding Agency (SFA)
- www.Teacherstoolkit.com – sources for teaching resources
- www.vital.ac.uk – Open University and Department for Education professional development programme and resources

Unit ET505: Developing, Using and Organising Resources in a Specialist Area

Unit code L/618/2542

RQF level: 5

Unit Aim

The aim of this unit is to enable learners to develop, use and organise resources within a specialist subject, vocational or any another area. The unit continues to include the purpose, development, and use of resources, how to organise them and enable access to others.

The unit will also introduce the learner to an understanding of the legal requirements and responsibilities relating to resources and evaluating their own practice in resource development and use.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1. Understand the purpose and use of resources in their own specialist area.	1.1 Explain the purpose of resources in teaching and learning.	Capabilities of the learners, availability of resources, financial constraints, strengths and limitations of different formats and specific resources, appropriateness of resources to suit different learning and teaching methods, motivating individual learning, the use of ICT, opportunities to actively engage learners, copyright, data protection and GDPR, inclusive communication, equality legislation, capability of the developer, barriers to adaptations available.

	<p>1.2 Evaluate the effectiveness of specific resources from their own specialist area in meeting individual learning needs.</p>	<p>Characteristics of individual learners/target group, effectiveness of resources, active involvement and support of learners, links to learning outcomes, learning needs and preferences, developing skills, media, subject specialist requirements and developments (e.g., trade shows, best practice seminars, exhibitions, networking), use of new technologies, evaluation theory (e.g., Brookfield's lenses).</p>
<p>2. Be able to develop and use inclusive resources in a specialist area of education and teaching.</p>	<p>2.1 Analyse the principles of resource design</p>	<p>Readability, user friendliness, cost effectiveness, simplicity of measurement fit for purpose, learners' levels and corresponding reading ages, meeting learning needs, sufficient quality and quantity, SMOG, health and safety and risk assessment requirements, (McLaughlin formula/polysyllable count), current research and literature relating to resource design. Strengths and limitations of different formats and specific resources, capabilities of learners, learning preferences (e.g., VARK – visual, auditory, reading, kinaesthetic).</p>
	<p>2.2 Evaluate sources that inform resource development in their own specialist area.</p>	<p>Characteristics of individual learners/target group, learning needs and preferences, exploring existing good practice, variety of resources (e.g., internet based, access to library resources) formal sources (e.g., awarding organisation guidance, vocational sector skills bodies, professional bodies) media, subject specialist requirements and developments (e.g., trade shows, best practice seminars, exhibitions, networking), evaluation theory (e.g. Brookfield's lenses).</p>

<p>2.3 Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in their own specialist area.</p>	<p>Characteristics of individual learners/target group, learning needs and preferences, media, subject specialist requirements and developments (e.g., trade shows, best practice seminars, exhibitions, networking), evaluation theory, principles, and models (e.g. Brookfield’s lenses, NLP, Bandler and Grinder, Kolb’s learning cycle), development of flexible learning opportunities, virtual learning environment (VLE).</p>
<p>2.4 Analyse ways in which resources can be adapted to enable an inclusive approach in their own specialist area.</p>	<p>Organisational policies and practices (e.g., equality and diversity, stereotyping, discrimination, equality legislation), impact of legislation on own practice, learning preferences (e.g. VARK), SMOG (McLaughlin formula/polysyllable count), use of images, readability of resources, strengths and limitations of a range of resources (e.g. paper-based, IT-based, practical), representation of cultural differences, nature of specific learning difficulties and disabilities, barriers to adaptations available, providing adaptations to resources, modification of tools and equipment, use of technology including VLE, copyright issues, the concept of the safe learner (including identifying own health and safety responsibilities, identification of prohibitions and restrictions, data protection legislation).</p>

	<p>2.5 Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in their own specialist area.</p>	<p>Capabilities of the learners, availability of resources, financial constraints, strengths and limitations of different formats and specific resources (e.g. case studies, notes, textbooks, models, equipment), appropriateness of resources to suit different learning and teaching methods, new and emerging technologies (including e-learning and virtual learning environment VLE) user guides, copyright, inclusive communication, equality legislation, capability of the developer, barriers to adaptations available.</p>
	<p>2.6 Employ resources to engage and meet the individual needs of learners in their own specialist area.</p>	<p>Evaluate the effectiveness of own design and use of resources: Evaluation theory (e.g., Brookfield's lenses), use of feedback from a range of suitable sources (e.g., self, learners, peers, stakeholders), allowing for greater diversification, effective use of time, providing opportunities for extended learning, effective time management, strengths and</p>

		<p>limitations of different formats and specific resources, capabilities of learners, flexible learning, nature of specific difficulties and disabilities, learning preferences (e.g., VARK). Teaching resources (e.g., material/hardware/software/services designed for use by teachers), learning resources (e.g. material/hardware/software/services designed to complement understanding or designed as alternative to 'traditional' taught approach), resources to support cognitive learning, resources to promote psychomotor learning, opportunities to actively engage learners, resources to help learning to continue in learner's own time or in subsequent learning sessions.</p>
<p>3. Understand how to organise and enable access to resources.</p>	<p>3.1 Explain ways in which resources can be classified and stored.</p>	<p>Centralised storage, clear and logical classification system, commonly used resources, centralised, systematic and management of resources, maintenance of documents, resources localised but with staff retaining control, all resources localised allowing near complete access by staff and learners, IT storage and cataloguing, suitable protection of tapes and discs including DVDs, and USB devices. Data protection and security awareness.</p>

	<p>3.2 Review ways of sharing resources with other learning professionals.</p>	<p>Localised resources allowing near complete access by staff and learners, creation, and use of central resource bank, VLE (virtual learning environment –internet/intranet), IT storage and file sharing/access, availability, networking/systems for trading resources, dissemination of good practice, training opportunities.</p>
<p>4. Understand legal requirements and responsibilities relating to the development and use of resources.</p>	<p>4.1 Review legal requirements and responsibilities relating to the development and use of resources.</p>	<p>Copyright issues, own and organisational health and safety responsibilities, plagiarism and data protection, correct storage of data, identification of prohibitions and restrictions, information technology restrictions and legislation, organisational policies and practices (e.g., equality and diversity, stereotyping, discrimination), personal liability, equality legislation, representation of cultural differences, safeguarding and POVA (Protection of Vulnerable Adults), Ofsted (England), ESTYN (Wales), HMI (Scotland), ETINI (Northern Ireland) health and safety, risk assessments.</p>
	<p>4.2 Analyse the implications of intellectual property rights and copyright for the development and use of resources.</p>	<p>Copyright, data protection legislation including GDPR, intellectual property of employing organisation, personal intellectual property rights, contractual obligations, plagiarism, correct and appropriate referencing tools.</p>

<p>5. Be able to evaluate their own practice in relation to development and use of resources in a specialist area of education and teaching.</p>	<p>5.1 Evaluate the effectiveness of their own design and use of resources to engage and meet the individual needs of learners in their own specialist area.</p>	<p>Self-reflection, models of reflection (e.g., Gibbs, Brookfield's lenses), learner evaluation, SWEET analysis, recognising limitations, adaptability, provision of flexible learning opportunities, cost effectiveness, using feedback from a range of suitable sources (e.g., learner, fellow practitioners), encouraging independent learning and active engagement, meeting, networking, and sharing of best practice.</p>
	<p>5.2 Identify their own strengths and areas for improvement in relation to development and use of resources in own specialist area.</p>	<p>Self-reflection, models of reflection (e.g., Gibbs, Brookfield's lenses), learner evaluation, alternative approaches, using feedback from a range of suitable sources (e.g., learner, fellow practitioners), meeting and sharing of best practice, action planning, the use of range and varied resources including ICT, skills audit, exploring new resources and technologies, adapting to new ideas and change, identifying learner needs to address diversity, developing blended learning to allow for flexible and distance learning.</p>

	<p>5.3 Plan opportunities to improve their own skills in development and use of resources in their own specialist area.</p>	<p>Self-reflection, models of reflection (e.g., Gibbs, Brookfield's lenses), learner evaluation, review of resources, using feedback from a range of suitable sources (e.g., learner, fellow practitioners), action planning, use of technology and internet resources, meeting and sharing of best practice, action planning, SMART targets (specific, measurable, achievable, relevant, timely), review, CPD requirements and recommendations, liaising and networking, observation of other colleagues and professionals.</p>
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Assessment requirements

Training Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit which can be combined with unit 6 Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve the unit.

Detailed assessment criteria can be found in delivery assessment guidance.

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding and it is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication, and assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, and 5.3. will be assessed by written assessment.

Written assessment is a necessary part of this unit to assess the skills of analysis and academic writing required by a Level 5 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, your assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes 2.5, and 2.6 will be in the form of teaching practice of learners in a teaching / training environment.

Trainee teachers will be observed and assessed during teaching practice in order to achieve the unit. Simulation is not permitted.

Evidence and range criteria to be covered for assessment

To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of **one (1)** assessed observations of practice that meet the required standard of practice

Trainee teachers must have access to appropriately qualified and experienced observers, either the programme tutor or a subject specialist from their specialist area. Written reports detailing observation outcomes and competent performance of observation outcomes, must be completed for each observation (of a minimum of **one (1)** -hour sessions or equivalent).

Professional discussion may be used as supplementary evidence for those criteria that do not occur naturally.

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and Trainee teacher /learner responses. Observations will be signed and dated by the trainee teacher and assessor. Trainee teacher observation records and evidence and evidence will be retained in the trainee teacher's portfolio.

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

Suggested Reading

Text

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Journals and/or magazines

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Unit ET406: Equality and Diversity

Unit code: D/618/2450

RQF level: 4

Unit Aim

The aim of this unit is to assess the learner's ability and understanding of how to promote equality and value diversity. The learner will also be encouraged to understand how to work with others and how to review and adapt own practice to be inclusive and promote equality.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1 Understand the key features of a culture which promotes equality and values diversity.	1.1 Define the meanings of equality and diversity in a national context.	Diversity and equality, celebrating differences, range of students and learning needs, differences in perspectives and perceptions, strands of diversity (age, gender, religious belief, ethnicity, disability, sexual orientation, social inequalities, issues of language acquisition and multilingualism), definitions of equality and equal opportunities, avoiding racial stereotyping, definition of diversity, opportunities in employment or progression, language and language codes, dealing with glass ceiling, legislation relating to equality and diversity (E&D), reactive and proactive approaches to E&D.

<p>1.2 Analyse the benefits of promoting equality and diversity for individual learners.</p>	<p>Benefits (enhanced cultural diversity, notion of global village empowerment, increased involvement in a multicultural society, improved employment opportunities, promoting social integration, sense of community, addressing barriers to learning, (instructional, social, cultural, and personal), broadening the workforce opportunities, employment opportunities, and opportunities for progression, promoting best practice, addressing learning or physical disabilities (including difficulties that hinder language and skills development), recruitment, retention and achievement, common inspection framework, Equality and Human Rights Commission.</p>
<p>1.3 Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity.</p>	<p>Equality and Human Rights Commission, equality legislation and employment/workplace regulations and codes of practice, e.g. Equality Act, 2010, vocational and professional standards, physical aspects of environment and accessibility, disability awareness, addressing specific needs, Tomlinson, Moser, Higgins and Kennedy, organisational policies, (E&D policy, anti-bullying policy, anti-harassment policy, codes of practice, disciplinary process, complaints and appeals process, quality assurance procedures, group rules). Disclosure and Barring Service (DBS) procedures, staffing ratios.</p>

<p>2 Understand the importance of promoting equality and valuing diversity in lifelong learning.</p>	<p>2.1 Analyse the extent to which the promotion of equality and diversity can protect learners from risk of harm.</p>	<p>Equality and Human Rights Commission, DBS checks, legislation (equality), organisational policies (E&D policy, anti-bullying policy, antiharassment policy, tackling discrimination, codes of practice, disciplinary process, complaints, and appeals process), appropriately trained and qualified learning support staff, risk assessments/recognising symptoms of students at risk, challenging stereotypes, challenging inappropriate behaviour and/or language. rigorous mentoring identifying risk: e.g., stress related illness, encouraging student self-help and referral.</p>
	<p>2.2 Explain actions that can be taken to value individual learners.</p>	<p>Proactive management, individual learning plans, actions, e.g., ice breakers, promoting intrinsic and extrinsic motivation, negotiating group guidelines, Actions, e.g., ice breakers, promoting intrinsic and extrinsic motivation, negotiating group guidelines, different methods of learning and teaching to accommodate individual learners' needs, adapting assessment methods to accommodate individual learners' needs, creating, and adapting resources to avoid stereotyping, creating, and adapting resources to ensure they are suitable for individual learners' needs. facilitating group forming and encouraging positive group dynamics (Tuckman, Belbin).</p>

	<p>2.3 Explain good practice in providing individual learners with information.</p>	<p>Providing information (current and accurate) advice and guidance, the use of appropriate language (against diverse student needs), dissemination versus direction, codes of practice and good practice guides, written, verbal and non-verbal communication skills, the use of appropriate management strategies and information systems, good practice relating to providing feedback, from students and course teams.</p>
<p>3 Be able to promote equality and value diversity.</p>	<p>3.1 Use communication strategies that promote equality and diversity.</p>	<p>Verbal and non-verbal communication skills, written communication, appropriate tone, non-judgemental, pitching communication at appropriate levels for the learners, acknowledging diversity in preparing resources, stereotyping, adapting resources to support individual learners, understanding cultural variation in language (language structure and gestures), promote students' communication skills, respecting contributions of others, referral agencies, different forms of communicating (posters, newsletters, e-mail, presentation, report) understanding principles behind challenging behaviour.</p>

	<p>3.2 Analyse the way in which their own behaviour can have an impact on an organisation's culture in relation to equality and diversity.</p>	<p>Personal values and beliefs, self reflection, sharing good practice, working with others, adapting resources and assessment strategies, empowering learners, creating opportunities for sharing and celebrating diversity, confronting issues of bullying, organisational formal culture (power culture, role culture, task culture, person culture), informal culture (routines, rituals, stories, symbols, measurement and reward systems), liaising with community groups, sharing good practice, contributing to INSET.</p>
	<p>3.3 Explain how working with other agencies can promote diversity.</p>	<p>Liaison with other professionals, unified approach with referral and support agencies, increased knowledge of other organisations (government and regional agencies, cultural groups, local societies, religious organisations, schools), enabling students to access support agencies, working alongside agencies and cultural or community groups, specialist speakers, specialist visits.</p>
<p>4 Understand how to help others in the promotion of equality and valuing diversity.</p>	<p>4.1 Describe actions by individuals which can undermine equality and diversity.</p>	<p>Stereotyping, discrimination (direct and indirect), bullying, harassment. Actions, e.g., limits of language, intimidation, confrontation, challenging or disruptive behaviours, peer pressure, cultural or religious tensions, social inequality, lack of self confidence, poor self-image, individual under-performing, lack of opportunity, poor expectations.</p>

	<p>4.2 Recommend modifications to systems and structures which do not promote equality and diversity.</p>	<p>Internal systems and processes, responding to feedback from students, engaging students directly in their own management, encouraging team working, giving students responsibility for own and others' actions, negotiating individual roles and responsibilities, common inspection framework, equality legislation and its associated amendments, codes of practice, disciplinary process, complaints, and appeals process, working with community or specialist groups.</p>
<p>5 Be able to review their own contribution to promoting equality and valuing diversity in lifelong learning.</p>	<p>5.1 Analyse their own strengths in promoting equality and valuing diversity.</p>	<p>Self-Reflection (awareness of own prejudices, accepting evaluation from others - reflective practice), recognising impact of discriminatory practice, understanding issues affecting learning, obtaining feedback from a range of suitable sources (learners, peers, managers, awarding bodies, internal observations), consistent approach in dealing with challenging behaviour.</p>
	<p>5.2 Evaluate the impact of their own practice in promoting equality and valuing diversity.</p>	<p>Evaluation techniques (Brookfield's lenses), Impact of own practice, sharing good practice, student support, promotion of specialist knowledge and expertise, encouraging communication, challenging negative attitudes, improving accessibility of learning, challenging discrimination, obtaining feedback from a range of suitable sources (learners, peers, managers, awarding bodies), self reflection, dissemination upwards within organisation.</p>

	<p>5.3 Identify areas for further personal development in promoting equality and valuing diversity.</p>	<p>Action planning, SMART targets (specific, measurable, achievable, realistic, timely), review of course and assessment design, personal development including working with specialist colleagues, external CPD opportunities for improving own skills and understanding, visits to community groups, good practice groups, working with specialist agencies.</p>
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Assessment requirements

This is a knowledge-based unit and does not require learners to undertake assessment of practice in a teaching environment. It is recommended that learners have the opportunity to access teaching and learning environments, either with groups of students or with individual students to facilitate research enabling principles and theories to draw on workplace experience making theory more relevant to specific subject areas. There is a need for learners to show evidence of extended research from referenced sources.

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding, and it is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication, and assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2 and 5.3. will be assessed by written assessment.

Written assessment is a necessary part of this unit in order to assess the skills of analysis and academic writing required by a Level 5 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, your assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

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Unit ET409: Inclusive Practice

Unit code R/618/2574

RQF level: 4

Unit Aim

The aim of this unit is to develop the learner's knowledge and understanding of inclusive practice. Learners will evaluate factors influencing learning and legislation relating to inclusive practice.

The unit will also cover the roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and how to evaluate their own inclusive practice.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria (Practical/Knowledge) Assessment of these outcomes demonstrates the learner can	Indicative Content
1. Understand factors which influence learning.	1.1 Review the impact of personal, social, and cultural factors on learning.	Different teaching and learning methods to accommodate different learning preferences and different abilities and/or needs (including one-to-one, paired work, small group teaching, whole group teaching, multilingualism), minimising potential institutional/social/cultural/personal barriers to learning,, consideration of ethnicity and diversity, Bloom's Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language/literacy/numeracy (LLN), different assessment methods, legislation impacting on practice.

	<p>1.2 Review the impact of different cognitive, physical, and sensory abilities on learning.</p>	<p>Learning theory (andragogy, behaviourism, cognitivism, humanism, socially situated learning), motivation theory (e.g., Maslow, Herzberg, McGregor), specific learning and physical disabilities.</p>
<p>2. Understand the impact of policy and regulatory frameworks on inclusive practice.</p>	<p>2.1 Summarise policy and regulatory frameworks relating to inclusive practice.</p>	<p>Legislation and codes of practice (health and safety, equal opportunities, Equality Act 2010), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), professional and vocational standards, make a positive contribution, achieve and enjoy, achieve economic wellbeing, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role.</p>

2.2 Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice.

Legislation and codes of practice (health and safety, equal opportunities), nominated roles and responsibilities, own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection, DBS procedures), make a positive contribution, achieve and enjoy, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role, CPD accessibility, quality assurance and complaints procedures

	<p>2.3 Explain how policy and regulatory frameworks influence their own inclusive practice.</p>	<p>Legislation and codes of practice (health and safety, equal opportunities), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), self evaluation/reflection, confront issues, make a positive contribution, achieve and enjoy, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role.</p>
<p>3. Understand roles and responsibilities relating to inclusive practice.</p>	<p>3.1 Summarise their own role and responsibilities relating to inclusive practice.</p>	<p>Teaching and training cycle (identify needs, plan, design, deliver, assess, evaluate), Information, Advice and Guidance (IAG), promoting inclusive practice, challenging inappropriate behaviours, celebrating success, signposting, liaising with other professionals, meeting organisation requirements, systems, procedures, maintaining standards, quality assurance, keeping records, registers, results, health and safety in the workplace, policies and practice in organisations, own professional requirements.</p>

<p>3.2 Explain the relationship between their own role and the roles of other professionals involved in inclusive practice.</p>	<p>Role of collegiality and collaboration in local and regional areas, role of support agencies (e.g., specific special needs SEN) learner referral, signposting, learner support opportunities, learning support opportunities, the different teams with which you interact in your daily work (e.g., external support agencies, external regulatory bodies, internal administrative support, internal quality assurance teams), limits of responsibility and seeking guidance.</p>
<p>3.3 Identify points of referral available to meet individual learning needs.</p>	<p>Identifying support needs of learners, screening, initial assessment, diagnostic assessment, identifying key staff within organisations responsible for referral, specialist subject referral, identifying sources of learner support and learning support, external agency referral where appropriate</p>

<p>4. Understand how to create and maintain an inclusive learning environment.</p>	<p>4.1 Analyse the features and benefits of an inclusive learning environment.</p>	<p>Organisational policy and practice, classroom management, motivational theory (e.g., Maslow), engagement, participation, achievement, celebration of achievement, respect for others, inclusive language, representation of cultural differences, avoiding stereotyping, shared responsibilities, access.</p>
	<p>4.2 Analyse ways to promote equality and value diversity.</p>	<p>Protected characteristics (e.g. race, gender, disability, age, religion or belief, sexual orientation, trans-sexuality, marital status, marital status, civil partnership status), equality act, equal opportunities and equality and diversity policies, inclusion, positive attitudes, differentiation, schemes of work, lesson planning, different teaching and learning methods to accommodate different learning preferences and different abilities and/or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/social/cultural/personal barriers to learning, working with community or specialist groups, Bloom’s Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language/literacy/numeracy (LLN), different assessment methods, legislation impacting on practice.</p>

	<p>4.3 Analyse ways to promote inclusion.</p>	<p>Learning preferences, different teaching and learning methods (strengths and limitations, classroom management, lesson planning, extension activities, differentiated outcomes), Blooms' Taxonomy of Learning (categorisation of objectives – knowledge, comprehension, application, analysis, synthesis, evaluation), SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), encouraging best practice, self reflection.</p>
	<p>4.4 Analyse strategies for effective liaison between professionals involved in inclusive practice.</p>	<p>Teachers, mentors, learning support specialists, written/verbal/non-verbal communication, range of media, follow-up, sharing of information.</p>
<p>5. Understand how to evaluate their own inclusive practice.</p>	<p>5.1 Review the effectiveness of their own inclusive practice.</p>	<p>Brookfield, Johns, Atkins, and Murphy), self-reflective practice, use of SWOT analysis, models of evaluation (e.g., Kirkpatrick), formal and informal learner and peer evaluation/feedback (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting.</p>

	<p>5.2 Identify their own strengths and areas for improvement in relation to inclusive practice.</p>	<p>Models of reflection (e.g., Schön, Gibbs, Brookfield, Johns, Atkins, and Murphy), self-reflective practice, models of evaluation (e.g., Kirkpatrick), self-awareness, learner evaluation (qualitative information), ability to change, programme evaluation (Qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting, recognising impact of discriminatory practice.</p>
	<p>5.3 Plan opportunities to improve their own skills in inclusive practice.</p>	<p>Action planning, setting SMART targets (specific, measurable, achievable, realistic, timely), strengths and limitations of own skills and knowledge (e.g., experience, qualifications, currency of skills and knowledge), identifying opportunities for CPD, visits to and liaison with other agencies and learning professionals, current research relating to inclusive practice.</p>

Assessment requirements

This is a knowledge-based unit and does not require learners to undertake assessment of practice in a teaching environment. It is recommended that learners have the opportunity to access teaching and learning environments, either with groups of students or with individual students to facilitate research enabling principles and theories to draw on workplace experience making theory more relevant to specific subject areas. There is a need for learners to show evidence of extended research from referenced sources.

Delivery and Assessment Guidance

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Unit QA402: Internally Assure the Quality of Assessment Internally

Unit code: F/618/0285

RQF level: 4

Unit Aim

The aim of this unit is to develop the learner's performance as a learning and development practitioner with responsibility for the internal quality assurance of assessment.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1. Be able to plan the internal quality assurance of assessment.	1.1 Plan monitoring activities according to the requirements of their own role.	Identify internal quality assessment opportunities, agree quality assurance plan with relevant parties (i.e. assessor /learner) using a variety of internal quality methods including: monitoring of documentation, information and other resources provided to the assessors and learners, observation of performance, written evidence (i.e. projects, assignments, independent papers and journals), questioning and discussion, witness testimony, learner statements and recognised prior learning, range opportunities, agree process of quality assessment, evaluating the occupational and assessment competence of assessors, checking the continuing professional development of assessors, taking part in standardisation processes and activities.

	<p>1.2 Make arrangements for internal monitoring activities to assure the quality of assessment.</p>	<p>Communication with assessor/learner, plan time, venue and, opportunities to feedback to assessors, identify requirements and process, assessment method, assessment units or qualification, learners, assessors, timing and coverage, sampling, assessment methods, document outcomes, standardisation, review, identify development opportunities, arrangements for standardisation activities.</p>
<p>2. Be able to evaluate the quality of assessment internally.</p>	<p>2.1 Carry out internal monitoring activities to quality requirements.</p>	<p>Observation of assessor to ensure competent assessment of learner by practical observation and feedback to learner by assessor, examination of products of work, questioning of the learner, discussion with the learner and assessor, use of others (witness testimony), looking at learner statements, written evidence and portfolio, recognition of prior learning, fully documented outcomes, standardisation of meetings, sharing good practice, work / teaching shadowing</p>
	<p>2.2 Evaluate assessor expertise and competence in relation to the requirements of their role.</p>	<p>Occupational competence (i.e., curriculum vitae and relevant certificates), continuing professional development, updating of skills and qualifications, self-assessment report, student achievement records, reflective practice, knowledge of regulatory bodies including Ofqual, SQA, DfES, CCEA, sector skills councils, and awarding organisations, knowledge of policies such as equality and diversity, health, safety, and welfare, safeguarding for learners, standardisation, and verification.</p>

<p>2.3 Evaluate the planning and preparation of assessment processes.</p>	<p>Planning and preparation of assessment processes, e.g. standards, product versus process, involvement of students, assessors, trainers, teachers, tutors, employers, others, evaluate against specified criteria, provision of rationale and justification for assessment process, opportunities for holistic assessment, evidence to be coherent, realistic, accessible and relevant, feedback to reflect appropriateness in terms of level related to criteria and standards, identify opportunities for improvement and development.</p>
<p>2.4 Determine whether assessment methods are safe, fair, valid, and reliable.</p>	<p>Validate the safety of assessment methods and decisions, evidence to be valid (relevant to National Occupational Standards and currency), fair (opportunities for achievement of outcomes, ranges and excellence, value of a holistic approach, authenticity and sufficiency of evidence gathered), reliable (standardisation procedures, mark sheets, written assignment tasks, record cards, sampling and verification, replication of assessment tasks under identical/similar conditions/context).</p>
<p>2.5 Determine whether assessment decisions are made using the specified criteria.</p>	<p>Rationale and justification to be provided for assessment decisions, decisions are coherent, realistic, accessible, and relevant, adhering to organisation, industry, awarding body and government requirements and standards.</p>

	<p>2.6 Ensure the consistency of assessor decisions.</p>	<p>In accordance with centre and awarding organisation policies and National Occupational Standards, Sector Skills Council , regulatory bodies, employers standards, standardisation of assessment methods are reliable, fair, safe, consistent across assessors and students and paperwork, collaboration/agreement of learner feedback, standardisation meetings, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures, decisions show clearly that occupational competence has been achieved, and where competence has not been achieved justifiable reasons are recorded fully.</p>
<p>3. Be able to maintain and improve the internal quality of assessment.</p>	<p>3.1 Provide assessors with feedback, advice, and support, including professional development opportunities, which help them to maintain and improve the quality of assessment.</p>	<p>Coverage including affirmation of achievement or identification of further work required by learner, assessment and progression, use of communication and interpersonal skills including sensitive and empathetic approach (as required), effective use of body language and voice, positive, constructive, and supportive feedback approach, appropriateness of feedback in terms of experience related to criteria and standards, team meetings, staff review, SAR, forms of support, highlighted with development plans outlined from colleagues, mentor, line manager, quality manager identifying opportunities for improvement and continuing professional development</p>

	3.2 Standardise assessment practices and outcomes.	In accordance with centre and awarding organisation policies and National Occupational Standards, standardisation of assessment method, paperwork, collaboration/agreement of learner feedback, standardisation meetings, sharing good practice, observation of peers, work/training shadowing, internal and external verification procedures, shadowing, evaluation procedures.
4. Be able to manage information relevant to the internal quality assurance of assessment.	4.1 Record, store and report information relating to internal quality assurance in accordance with organisational procedures.	Legislation such as data protection, retain assessment documentation, observation records, written statements, audio/visual records, internal verification records and tracking, assessor action plans, information sharing with appropriate colleagues, accessibility of information, different approaches, including use of technology, team meetings, electronic and hard formats, assessment and standardisation meetings and sampling.
	4.2 Maintain confidentiality of internal quality assurance information in accordance with organisational procedures	Suitable environment for providing assessor feedback, safe recording and storage of information, data protection, legislative and organisational requirements for paper-based records, electronic safeguarding, and security.
5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment.	5.1 Apply relevant policies, procedures, and legislation in relation to internal quality assurance, including those for health, safety, and welfare.	Regulatory bodies including Ofqual, SQA, DfES, CCEA, Sector Skills Councils, and awarding organisations, IFL, legislation including health and safety, equality and diversity including bilingualism where appropriate, Data protection, procedures including, first aid and emergency procedures, risk assessment, safeguarding students during assessment, accident reporting procedures, hygiene, and duty of care, organisational including standardisation and moderation of assessor's occupational competence and continuing professional development.

<p>5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance.</p>	<p>Relevant legislation, codes of practice, requirements of awarding organisations and regulators, employment regulations and policies, promoting equality and diversity including visual, auditory impairment, physical disability bilingualism when appropriate, flexibility in approach to planning, implementation, and quality assurance, providing additional resources where appropriate, recognising additional support needs, alternative approaches/evidence.</p>
<p>5.3 Evaluate their own practice in the internal quality assurance of assessment.</p>	<p>Reflective practice and self-assessment evaluation, identification of strengths and weaknesses, SWOT analysis (i.e. strengths, weaknesses, opportunities, threats), realistic goals and targets for own development in relation to carrying out internal verification, use of outcome measures including feedback from learners, assessors and colleagues, observation reports, appraisal, setting of personal goals and personal development planning, developing technologies to extend and enhance assessment process, contributing to curriculum development</p>
<p>5.4 Maintain the currency of their own expertise and competence in the internal quality assurance of assessment.</p>	<p>Review of competence, action planning and setting goals and realistic targets for own occupational competence, updating occupational expertise skills and self confidence engaging in continuing professional development, modification to internal verification and assessment plans and practice, evidence-based research and use of technology and personal development planning.</p>

Delivery and Assessment Guidance

The knowledge in this unit will may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence will be conducted in a workplace / training environment simulation is not allowed. All assessment competence will be assessed using methods appropriate for the assessment of skills knowledge and understanding. All learning outcomes in this unit must be assessed using methods appropriate to the IQA's performance. These must include:

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

The assessment of knowledge outcomes 5.3 and 5.4 will be assessed by assignment, oral and written questions.

The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 4.1, 4.2, 5.1, and 5.2 will be in the form of assessment of learners in a workplace / training environment.

Trainee Internal Quality Assurers will be observed monitoring a minimum of two (2) assessors, one new to verification one used to verification

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and learner/ trainee IQA responses. Observations will be signed and dated by the trainee IQA and assessor. Trainee IQA observation records, and evidence will be retained in the trainee IQA portfolio.

Evidence and range criteria to be covered for assessment

There must be evidence of the IQA monitoring a minimum of two (2) assessors each with a minimum of two (2) learners of their own through components of a qualification

There must be evidence to cover all of the assessment methods listed in the unit. Other forms of evidence will be acceptable for the remaining assessment methods:

Internal verification process:

- Organisation of assessment
- Qualifications
- Practical assessments
- Evidence portfolios • Staff CPD logs
- Assessment papers

Assessment methods:

- Observation of performance
- Examining products of work
- Questioning of learners
- Questioning of assessors
- Recognising prior learning

Records:

- Verifier records
- Assessment book
- Centre tracking records
- Awarding organisation documentation

Assessors working with a minimum of one (1) specific need:

- Physical needs
- Literacy difficulties
- Language differences

Assessors working with a minimum of one (1) specific need: Verification:

- Internal verification
- External verification
- Sampling by verifiers

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

Suggested Reading

- Principles and Practices of Quality Assurance: A guide for internal and external quality assurers in the FE and Skills Sector - Ann Gravells
- Achieving your Assessment and Quality Assurance Units (Taqa) (Further Education and Skills) - Ann Gravells
- The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019
- Gravells A and Simpson S – -The Certificate in Education and Training Learning Matters, 2014)

Unit ET404: Manage Learning and Development in Groups

Unit code: H/618/2448

RQF level: 4

Unit Aim

The aim of this unit is to enable the learner to manage learning and development in groups. Learners will understand the use of a variety of management methods, e.g., motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning.

The unit will encourage and direct how to involve learners within groups in the learning and development process.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
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.	Learning preferences, group formation theory (e.g., forming, storming, norming, performing), motivation theory (e.g., Maslow, Herzberg, McGregor, Dwerk), role allocation in groups (e.g., team roles – company worker, chairperson, resource investigator, monitor, evaluator, team worker, completer, finisher), physical characteristics of the learning environment, classroom management, group characteristics (e.g., experience, size, level, goals) the learning organisation.

<p>1.2 Evaluate strategies to manage group behaviour and dynamics.</p>	<p>Behaviour management, group formation theory (e.g., forming, storming, norming, performing Tuckman), role allocation in groups (e.g., Team roles), legislation, organisational policies and procedures, negotiation skills, empowerment, establishing boundaries, management styles (E.g. laissez-faire, democratic, autocratic), motivation theory (e.g., Maslow, McGregor), learning contracts, codes of conduct, group size, mixing skills and abilities, planning to proceed, reviews, mechanisms for groups to deal with uncooperative members.</p>
<p>1.3 Evaluate management techniques which facilitate the delivery of learning and development in groups.</p>	<p>Self-reflective practice, models of evaluation (e.g., Kirkpatrick), obtaining feedback from a range of appropriate sources (e.g., self, learners, peer/tutor observations), group behaviour contract, management styles (e.g. laissez-faire, democratic, autocratic), confronting conflict, monitoring group dynamics, analysis of behaviour, peer teaching, identifying assessment outcomes as basis for improvement/target setting, supporting inclusion, opportunities for working with others.</p>

	<p>1.4 Analyse ways to involve learners in the management of their own learning and development in groups.</p>	<p>Motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), lesson planning, learning preferences, group dynamics, different teaching and learning methods (e.g. role play, groups of teams, problem solving, supported, flexible or independent study, learner centred learning, discussion, games, assignments), ILPs (individual learning plans), clear self-assessment proforma, code of conduct, peer assessment role allocation in groups (e.g. team roles), self-reflective practice, clear responsibilities.</p>
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	<p>1.5 Analyse risks to be considered when managing learning and development in groups.</p>	<p>The concept of the safe learner, including identification of hazards, risks and controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve, and enjoy, achieve economic wellbeing), data protection, organisational policies, and practice (e.g. equality and diversity, bullying, harassment, complaints, appeals and personal safety policies, conflict management and resolution) equality legislation, encouraging individuality, recognition of previous experience and skills.</p>
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	<p>1.6 Explain how to manage barriers to individual learning in groups.</p>	<p>Institutional, social, cultural, and personal barriers, organisational provision to support learning, varied learning styles, identifying key staff members' responsibility for coordination of support, promotion of positive learning, conflict challenge and resolution, environmental management (e.g. temperature, humidity, lighting) hazard identification and management, external provision to support learners, range of referral agencies available, liaison with key support agencies, signposting, information, advice, and guidance (IAG), negotiation skills.</p>
<p>2 Be able to manage group learning and development environments.</p>	<p>2.1 Facilitate communication, collaboration and learning between group members.</p>	<p>Transactional analysis (dynamics of interpersonal communication), group formation theory (e.g. forming, storming, norming, performing), role allocation in groups (e.g. team roles – company worker, chairperson, resource investigator, monitor, evaluator, team worker, completer, finisher), verbal and nonverbal presentation skills, learning contracts and codes of conduct, listening, differences between teams and groups, controlling the learning situation, encouraging and supporting group collaboration, directing the learning of students, coping with individual student differences, inclusion, differentiation.</p>

<p>2.2 Use motivational methods to engage the group and its individual members in the learning and development process.</p>	<p>Motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), learning preferences, different methods of learning and teaching (e.g. role play, discussion, games, supported, flexible or independent study, learner centred learning), use of new technology and resources, match of learning objectives to student expectations and needs, institutional, social, cultural, and personal factors affecting motivation, learner's responsibility for own learning, positive feedback, opportunities for self-assessment, barriers to learning, coping strategies, appropriate support methods, stimulating independent learning, written, verbal and non-verbal communication skills.</p>
<p>2.3 Consult group members to adapt their learning and development environments to improve their learning outcomes.</p>	<p>Teaching and learning preferences, written, verbal and non-verbal communication skills, group agreements, negotiation skills, equality, and diversity, SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), reviewing progress, obtaining feedback from a range of suitable sources (e.g., self, learners, peer/tutor observation), health and safety, risk assessments, positive use of authority.</p>

	<p>2.4 Manage the risks associated with group learning and development.</p>	<p>The concept of the safe learner, including identification of hazards, risks, and controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), data protection, records of feedback, organisational policies and practice (e.g. equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), equality legislation, impact of legislation on own practice.</p>
<p>3 Be able to apply methodologies to manage learning and development in groups.</p>	<p>3.1 Involve learners in agreeing group learning and development objectives.</p>	<p>Written, verbal and nonverbal communication, ground rules, negotiation skills, SMART objectives (Specific, Measurable, Achievable, Timely), motivation theory (e.g., Maslow, Herzberg, McGregor, Dwerk), understanding the balance between group needs and task requirements, agreed collaborative outcomes, roles, and responsibilities.</p>

<p>3.2 Adapt and implement delivery methods, activities, and resources to meet the learning and development objectives of the group.</p>	<p>Learning preferences, different assessment (e.g., observation, oral questioning, written questions, project based assignments), different methods of learning (including e-learning) and teaching (e.g., demonstration, presentation, role play, games, discussion, problem solving, assignments), allocation of roles, reviews, use of feedback from a range of appropriate sources (e.g. self, learners, peer/tutor observations, work based assessors).</p>
<p>3.3 Manage group learning strategies and delivery methods to reflect changing requirements.</p>	<p>Classroom management, reviews, use of feedback from a range of appropriate sources (e.g. learners, managers, peer/tutor observation, work-based assessors, use of technology and e-learning), negotiation and adaptation (e.g. listening and questioning, individual advice), role allocation in groups, learning contracts and codes of conduct, controlling the learning situation, directing the learning of students, coping with individual student differences, and identifying further learning requirements.</p>
<p>3.4 Provide individual advice to learners to assist their decision making about future learning needs.</p>	<p>Identification of needs, self analysis, evaluation, record keeping, formal and informal discussion, peer feedback, potential sources of further support and advice, referral to external agencies and vocational providers, achievable target setting, SMART (smart, measurable, achievable, realistic, timely).</p>

4 Be able to manage learning and development in groups to comply with legal and organisational requirements.	4.1 Support learners' rights in relation to equality, diversity, and inclusion.	Organisational policies and practice (e.g., equality and diversity, bullying, harassment, complaints, and appeals policies), equality inclusive language, avoiding stereotyping, prejudice and discrimination, staff training, disability and mental health awareness, health, and safety (including access to courses), differentiation, impact of legislation on own practice, record keeping.
	4.2 Minimise risks to safety, health, wellbeing, and security of learners.	The concept of the safe learner, including identification of hazards, risks and controls, identification of own health and safety responsibilities, security, completion of hazard surveys, identifying key health and safety staff members, organisational policies and practices, recording emergency procedures currently in place, staff training and development, identification of applicable work procedures, referrals, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), impact of legislation on own practice (e.g. duty of care).
	4.3 Manage confidentiality in relation to learners and the organisation.	Data protection legislation, freedom of information, types of records generated (e.g. application form enrolment form, ILP (individual learning plan), secure storage, assessment plans, reviews/tutorials, feedback reports, tracking sheets,

		registers), organisational requirements for monitoring and auditable purposes, awarding organisation requirements, maintaining records in accordance with organisational procedure/recording sensitive information.
	4.4 Maintain learning and development records in accordance with organisational procedures.	Record keeping, feedback to learners, tracking and logging group assessment outcomes, professional discussion evaluation, observation reports, standardised record keeping, data protection, GDPR, safe storage, measured achievement.

Assessment requirements

Training Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed to achieve the unit. Detailed assessment criteria can be found in delivery assessment guidance.

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding, and it is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication, and assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6. will be assessed by written assessment.

Written assessment is a necessary part of this unit to assess the skills of analysis and academic writing required by a Level 5 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, your assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 will be in the form of teaching practice of learners in a teaching / training environment.

Trainee teachers will be observed and assessed during teaching practice in order to achieve the unit. Simulation is not permitted.

Evidence and range criteria to be covered for assessment

Trainee teachers must be able to provide evidence of a minimum of **two (2)** assessed observations of practice that meet the required standard of practice

Trainee teachers must have access to appropriately qualified and experienced observers, either the programme tutor or a subject specialist from their specialist area. Written reports detailing observation outcomes and competent performance of observation outcomes, must be completed for each observation (of a minimum of **one (1)** -hour sessions or equivalent).

There must be evidence to cover all the assessment methods listed in the unit. Other forms of evidence and professional discussion may be used as supplementary evidence for those criteria that do not occur naturally and will be acceptable for the remaining assessment methods:

Facilitated all types of groups:

- formal
- informal
- group of 2-3 participants
- group of 4+ participants

Covered all evaluation topics:

- learning
- behaviour
- achievement

Adapted methods to meet the needs of learners in all settings:

- small group
- large group

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and Trainee teacher /learner responses. Observations will be signed and dated by the trainee teacher and assessor. Trainee teacher observation records and evidence, and evidence will be retained in the trainee teacher's portfolio.

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

Suggested Reading

Text

- Avis J, Fisher R and Thompson R (eds) – Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition (Open University Press, 2018)
- Cohen L, Manion L, and Morrison K – A Guide to Teaching Practice, 5th edition (Routledge, 2011)
- Duckworth V, Wood, J, Dickinson J & Bostock J – Successful Teaching Practice in the Lifelong Learning Sector (Learning Matters, 2010)
- Gould J – Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving Qtls Series (Learning Matters, 2012)
- Gravells A - Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills) (Sage 2007)
- Gravells A and Simpson S – -The Certificate in Education and Training Learning Matters, 2014)
- Griffith A and Burns M – Outstanding Teaching: Engaging Learners (Crown House Publishing, 2012)

- Hattie J – Visible Learning for Teachers: Maximising Impact on Learners (Routledge, 2012)
- Illeris K – Contemporary theories of learning: learning theorists: in their own words (Routledge, 2018)
- Karl A and Riley A - Understanding and Using Educational Theories, 2nd Edition (Sage 2018)
- Keeley-Browne L – Training to Teach in the Learning and Skills Sector (Pearson, 2007)
- Machin I and Hindmarch D - A Complete Guide to The Level 5 Diploma in Education and Training (Further Education), 3rd Edition (Critical 2020)
- Petty G – Teaching Today: A Practical Guide (Oxford University Press, 2014)
- Powell S and Tummons J – Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition (Learning Matters, 2011)
- Reece I and Walker S – Teaching, Training and Learning: A Practical Guide (Business Education, 2007)
- Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)

Journals and/or magazines

- Education + Training - Emerald Insight
- Journal of Education - SAGE Journals
- Journal of Education and Training - Macrothink Institute
- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
- Times Higher Education – weekly newspaper

Websites

- www.anngravells.com - Ann Gravells, online teaching resources
- www.beis.gov.uk – Department for Business, Energy & Industrial Strategy Innovation and Skills
- www.crlf.org.uk – Centre for Research in Lifelong Learning
- www.Dylanwiliam.net – Dylan Wiliam, professional development materials
- www.excellencegateway.org.uk – Learning and Skills Improvement Service (LSIS)
- www.geoffpetty.com – Geoff Petty, online teaching resources
- www.ifl.ac.uk – Institute for Learning
- www.infed.org – informal education
- www.learningandteaching.info/ – approaches to learning and teaching

- www.niace.org.uk – The National Institute of Adult Continuing Education
- www.ofsted.gov.uk – Office for Standards in Education
- www.skillsfundingagency.bis.gov.uk – Skills Funding Agency (SFA)
- www.Teacherstoolkit.com – sources for teaching resources
- www.vital.ac.uk – Open University and Department for Education professional development programme and resources

Unit QA401: Understanding the Principles and Practices of the Internal Quality Assurance of Assessment

Unit code: A/618/0284

RQF level: 4

Unit Aim

The aim of this unit is to develop the learner's knowledge and understanding that underpins the internal quality assurance of assessment.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:	Indicative Content
1. Understand the context and principles of internal quality assurance.	1.1 Explain the functions of internal quality assurance in learning and development.	How to meet awarding organisation, regulatory requirements and National Occupational Standards, ensuring quality in all learning delivery and assessment , assess achievement, advise on progression and development, maintain consistent practices, standardisation and consistency of assessment processes, paperwork, occupational practice, collaboration/agreement of decisions, identify good practice, assess and manage risk, provide guidance/support for assessors, identify assessor development needs, ensuring the continuing professional development of assessors, provide regulatory/awarding organisation directives and updates, provide constructive feedback that recognises improvement opportunities, action planning, recommendations for quality assurance.
	1.2 Explain the key concepts and principles of the internal quality assurance of assessment.	Planning internal verification, sampling strategies, rational for sampling, timing, incomplete unit/ qualification, complete unit/qualification, quality assurance processes, methods of assessment including observation of performance, written evidence (i.e., projects, assignments, independent papers and

		<p>journals), questioning, discussion with learner, witness testimony, and recognition of prior learning, standardisation of internal assurance such as remote sampling, use of technology, work-based assessment, opportunities for quality improvement via development plans, continuing professional development, supporting, and developing assessors, requirements of the external verification process.</p>
	<p>1.3 Explain the roles of practitioners involved in the internal and external quality assurance processes.</p>	<p>Assessors, trainers, expert witness, internal verifiers, mentors, and peers; assessor role to plan, evaluate, deliver, judge, document and communicate assessment decisions, internal verifier role to allocate, plan, monitor, review, validate or adjust decisions and standardise processes; external verifier role is plan, monitor, review, support, develop, advise, check validity of decisions and provide link between awarding organisation and centre, decision reporting.</p>
	<p>1.4 Explain the regulations and requirements for internal quality assurance in their own area of practice.</p>	<p>Regulatory bodies and their directives including Ofqual, SQA, DfES, CCEA, Regulatory Arrangements for the Qualifications and Credit Framework (RQF), sector skills councils and awarding organisations, centre requirements, NVQ / VRQ Code of Practice that apply to the assessment and quality assurance of qualifications, internal and external verification processes and strategies, assessment processes, self-assessment reviews and self-improvement plans, legislation including equality and diversity, health, safety and welfare, risk assessment, accident reporting procedures, standardisation, and moderation.</p>

<p>2. Understand how to plan the internal quality assurance of assessment.</p>	<p>2.1 Evaluate the importance of planning and preparing internal quality assurance activities.</p>	<p>Make arrangements for internal verification to take place, risks to accuracy, validity, fairness, and consistency in assessment practice if planning does not take place, identify involvement of assessors, verifiers, learners, employers and others, coverage including qualification, unit, module, project or assignment, observation of performance, use of technology, planning internal verification, timing, incomplete qualification or unit, complete unit/qualification, quality assurance of process, product, outcome, outcome decisions shared, appropriateness of feedback in terms of level related to criteria and standards, improvement plans outlined.</p>
	<p>2.2 Explain what an internal quality assurance plan should contain.</p>	<p>Coverage including qualifications, units, modules, assessment criteria and standards, knowledge of roles of internal verifier, assessors, assessment of risk, assessment sites, peers, mentors, learners, sampling processes, timing, frequency, interim sampling of assessment decisions, summative sampling of assessment decisions, content, assessment methods such as observation, examination of products, questioning, learner statements, witness testimony, feedback from assessors, learners and mentors, standardisation, reports following monitoring/review and observation of assessments, meetings, sharing good practice, decision outcomes, recommendations for quality assurance, opportunities for improvement, development plans, training needs, supporting assessors.</p>

	<p>2.3 Summarise the preparations that need to be made for internal quality assurance, including:</p> <ul style="list-style-type: none"> • information collection • communications • administrative arrangements • resources 	<p>Planning appropriate approaches to quality assurance information requirements; analysis of data collected; communicating and negotiating with assessors, students, colleagues, employers, staffing, workloads of assessors, occupational competence and vocational expertise of assessors, range of learners, range of qualifications, methods of communication, reasonable adjustments and special considerations, delivery and mode of learning affecting evidence, negotiation of arrangements and plan considering assessors, learners, mentors, employers, administrative arrangements, timing, venue, schedule, resources such as assessment records and documentation, assessment plan, range of evidence, sampling activities, resources, including use of technology, internal quality assurance documentation, reporting processes.</p>
<p>3. Understand techniques and criteria for monitoring the quality of assessment internally.</p>	<p>3.1 Evaluate different techniques for sampling evidence of assessment, including the use of technology.</p>	<p>Types of assessment methods and evidence available, experience, workload and location of assessors involved, levels of complexity, level of experience and maturity of centre, authenticity and reliability of evidence, observation, portfolios of evidence, oral and written questioning, assignments, discussions with learners, discussions with witnesses, sampling products, sampling assessor records, paper records, technology such as online testing, electronic projects/assignments/portfolios, audio and visual evidence, electronic feedback and discussion forums, distance learning, record keeping and storage, appropriate systems and software, electronic safeguarding and security.</p>

	<p>3.2 Explain the criteria to be used for judging the quality of the assessment process.</p>	<p>Judge against specified criteria, rationale and justification provided for assessment decisions, credibility and compatibility with required standards, evidence to be, valid, authentic, sufficient, currency of evidence, accuracy of assessment decisions, assessor record keeping, coherent, realistic, accessible, and relevant, standardisation and consistency of assessment decisions</p>
<p>4. Understand how to maintain and improve the quality of internal assessment.</p>	<p>4.1 Summarise the types of feedback, support, and advice that assessors may need to maintain and improve the quality of assessment.</p>	<p>Coverage including affirmation of achievement and the identification of further work required, assessment and progression, use of communication and interpersonal skills including sensitive and empathetic approach (as required), identifying both the strengths and weaknesses of the assessor's practice, effective use of body language and voice, positive, constructive and supportive feedback, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted with development plans outlined seeking to improve the assessor's performance over the long term.</p>
	<p>4.2 Explain standardisation requirements in relation to assessment.</p>	<p>In accordance with centre and awarding organisation policies and National Occupational Standards, procedures for standardisation and how the internal quality assurance process should manage this: standardisation of assessment method, paperwork, recording, collaboration/agreement of feedback, standardisation meetings, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.</p>

	4.3 Explain the procedures regarding disputes about the quality of assessment.	Centre policies and procedures, regulatory and awarding organisation requirements and processes, documented evidence of procedures available to learner and relevant parties, clear process in place for the appeals procedure and the role of the IQA in the appeals procedure, investigating dispute, investigation outcomes and conclusions, confidentiality of information, ensure no discrimination, transparent audit trail.
5. Understand how to manage information relevant to the internal quality assurance of assessment.	5.1 Evaluate the requirements of information management, data protection and confidentiality in relation to the internal quality assurance of assessment.	Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/ personal development plans completed record of assessment book/proformas, records of oral and written questioning, to be aligned with centre and awarding organisation policies, legislative requirements for the safe and secure storage of electronic and paper-based records, data protection.
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.	Regulatory bodies including Ofqual, SQA, DfES, CCEA, Sector Skills Councils and awarding organisations, legislation including health and safety and equality and diversity including learner emotional welfare, procedures including first aid and emergency procedures, risk assessment, confidentiality, transparency, record keeping and the security and safe storage of information, accident reporting procedures, hygiene and duty of care, centre requirements including standardisation and moderation of assessors and continuing professional development.

<p>6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment.</p>	<p>Evaluate technology such as online testing, initial testing, electronic projects/ assignments, video evidence of skills/performance, recording of oral evidence, e-portfolios, audio and visual evidence, electronic feedback and discussion forums, distance learning, consideration of authenticity and reliability of evidence, record keeping and storage, appropriate systems and software, electronic safeguarding, and security.</p>
<p>6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance.</p>	<p>Self-assessment on planning and carrying out assessment, use of outcome measures including feedback from assessors, learners and colleagues, observation reports, appraisal and achievement of goals/targets, identification of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning, ensure own practice is in line with the current National Occupational Standards (NOS) in assessment and/or quality assurance.</p>
<p>6.4 Evaluate the requirements of equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment.</p>	<p>Relevant legislation, codes of practice, requirements of awarding organisations, employment regulations and policies, promotion of equality and diversity particularly in relation to issues of gender, disability, race/culture/religion, language to include bilingualism where appropriate, flexibility in planning, implementation and quality assurance, provision of additional resources and support.</p>

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

The assessment of knowledge outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 6.1, 6.2, 6.3 and 6.4. will be assessed by Assignment, oral and written questions.

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

Suggested Reading

Text

- Principles and Practices of Quality Assurance: A guide for internal and external quality assurers in the FE and Skills Sector - Ann Gravells
- Achieving your Assessment and Quality Assurance Units (Taqa) (Further Education and Skills) - Ann Gravells
- The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019
- Gravells A and Simpson S – -The Certificate in Education and Training Learning Matters, 2014)