



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Qualifi Level 6 Diploma in Global Teaching Practice

Qualifi Level 6 Extended Diploma in Global Teaching Practice

Specification (For Centres)

March 2022

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

These qualifications have been accredited to the Regulated Qualification Framework (RQF) and have their own unique Qualification Accreditation Numbers (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 these qualifications are:

Qualifi Level 6 Diploma in Global Teaching Practice -603/6814/7

Qualifi Level 6 Extended Diploma in Global Teaching Practice -603/6815/9

1.4 Awarding Organisation

QUALIFI LTD

2 Qualification Purpose, Rational, Aims Outcomes

2.1 Qualification Purpose

These qualifications have been created for learners who wish to become fully qualified as compulsory education teachers.

These Level 6 Diplomas offer an opportunity for career development. Many private sector employers generally require this level of qualification or at least a commitment to gain this upon employment.

These teaching qualifications cover most curriculum areas within education.

The qualifications are for learners who:

- work, or want to work as teachers/trainers in the compulsory school education sector;
- are pre-service and in-service learners who need a teaching qualification to confirm occupational competence for their role as a teacher;
- are learners who teach in industry.

2.2 Rationale for the Diplomas

The rationale of the Diplomas 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 with the opportunity to further their knowledge of assessing to provide consistent, standardised assessment reports and appropriate feedback to learners.

The qualifications 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 complete this qualification successfully 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 Diplomas

The Diplomas provide the essential knowledge and understanding that teachers and assessors need within the education and training sectors. The overall aims of the Level 6 Diplomas are that they are qualifications that:

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

The units will prepare student 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 qualifications cover the knowledge and skills required by teachers in the school education sector, this includes:

- 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 their 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 complete these qualifications successfully 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 6 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

3. Delivering the Qualifications

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 these qualifications 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 Diploma handbook, a timetable and meet their personal tutor who is their primary point of contact as well as their 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

These qualifications are aimed at graduates and have been designed to be accessible without artificial barriers that restrict access and progression. However, candidates must meet local regulatory requirements. Entry to the qualification will be through centre application and interview. Learners will be assessed on an individual basis.

Candidates must have an undergraduate degree in a relevant curriculum subject. They must also have attained IELTS Academic 6.0 (a minimum of 6 in reading and writing and 5.5 in speaking and listening).

4 Structure of the Qualifications

4.1 Units, Credits and Total Qualification Time (TQT)

The Qualifi Level 6 Diploma in Global Teaching Practice is a Level 6 qualification containing 3 credit-bearing units requiring 90 credits total for the learner to achieve the qualification.

The Qualifi Level 6 Extended Diploma in Global Teaching Practice is a Level 6 qualification containing 4 credit-bearing units requiring 120 credits total for the learner to achieve the qualification.

The 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:

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

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
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- 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.

4.2 Qualification Structure

The **Qualifi Level 6 Diploma in Global Teaching Practice** has 3 units in total. Learners must complete all the mandatory units to achieve 90 credits. Unit 3 requires 120 days of teaching practice.

90 credits are required to achieve the Diploma.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
Y/618/5461	Principles of Teaching and Learning Theory and Practice	6	300	30	150
D/618/5462	Developing Evidence-Based Global Teaching Practice	6	300	30	150
H/618/5463	Professional Placement	6	300	30	150

The **Qualifi Level 6 Extended Diploma in Global Teaching Practice** has 4 units in total.

Learners must complete all the mandatory units and one optional unit to achieve 120 credits. Unit 3 requires 120 days of teaching practice.

120 credits are required to achieve the Extended Diploma.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
Y/618/5461	Principles of Teaching and Learning Theory and Practice	6	300	30	150
D/618/5462	Developing Evidence-Based Teaching Practice	6	300	30	150
H/618/5463	Professional Placement	6	300	30	150

Unit Reference	Optional Units	Level	TQT	Credits	GLH
K/618/5464	Arabic Language Pedagogy	6	300	30	150
M/618/5465	Early Years Pedagogy	6	300	30	150
T/618/5466	Moral Education	6	300	30	150
A/618/5467	Special Educational Needs and Disability (SEND)	6	300	30	150

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **Qualifi Level 6 Extended Diploma in Global Teaching Practice**

can progress to:

- a Qualifi Level 7 qualification;
- university;
- 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.

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

These qualifications are vocational as they 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 requirements of the learning outcomes (LO) and assessment criteria (AC). 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-organization opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks.

Ideally, mature and part-time learners will 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 Global Teaching Practice and Assessed Observation Requirement

Together with observation and assessment of that practice, teaching practice is a vital component of the Level 6 Diplomas in Global Teaching Practice. There is a requirement for a minimum of **120 days** of practice for the Diplomas 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. 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 both the Level 6 Diploma and Extended Diploma in Global Teaching Practice, there must be a **minimum of two** observations totalling a **minimum of 5 hours** (including time for face-to-face feedback).

Observations should be spaced appropriately 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 is 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 a full Diploma.

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

8.2 Classification of Awards

These qualifications are 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 candidates’ 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 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 6 Diploma in Global Teaching Practice

Unit 1: Principles of Teaching and Learning Theory and Practice

Unit code - Y/618/5461

RQF level: 6

Unit Aim

Student teachers analyse and evaluate teaching and learning theory, highlighting links to their current and future practice. The teaching and learning theory aspects of this unit requires a comprehensive review of theories of learning and high leverage practices' with particular emphasis on their relevance to outstanding classroom practice.

Student teachers will begin to engage practically with a variety of teaching/learning methods and practices. Learners will need to know how to triangulate information (literature, observations, reflections) to become reflective practitioners.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria. Assessment of this outcome will require a learner to demonstrate that they can:
1. Analyse the use and application of 'high leverage' Global Teaching Practices.	1.1. Plan, design and deliver the use and application of 'high leverage practices' within classroom teaching. 1.2. Evaluate the way that learning theories underpin interactions in a classroom setting including mediation. 1.3. Analyse the characteristics of contemporary thinking on learning theory. 1.4. Analyse strengths and opportunities for development to improve practice.
2. Evaluate the quality of teaching and learning in a classroom setting.	2.1. Evaluate the features and links between classroom relationships and behaviour management 2.2. Analyse the role of the teacher as a facilitator in a learner-centred classroom 2.3. Analyse an effective lesson/unit plan structure 2.4. Evidence engagement with relevant wider literature and highlight links to current practice. 2.5. Analyse their knowledge of educational research and learning theories.
3. Evaluate the requirements of their future Global Teaching Practice.	3.1. Analyse their professional development needs in context of their area(s) of special interest. 3.2. Develop a professional development plan according to identified strengths and opportunities for development as a globally competent teacher.

<p>4. Evaluate the implications of beliefs and values and the impact they have on the learning being promoted.</p>	<p>4.1. Define the concept of inclusion and its impact on learning progression for different groups of learners. 4.2. Analyse their beliefs and values and evidence how these are embedded within practice as a globally competent teacher. 4.3. Plan strategies to secure knowledge and develop instructional approaches.</p>
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Indicative Content

This unit has been carefully structured to enable students to engage in 10 conceptual sub-units that promote a critical understanding of the core components of effective pedagogy:

1. **Learning Theory:** Student teachers will explore a variety of learning theories that underpin interactions in the classroom setting, including mediation. Student teachers investigate and research Socio-constructivism, Constructivism, Behaviourism and Connectivism.
2. **Behaviour Management for Learning:** Student teachers explore the theory underpinning classroom relationships and behaviour management. They explore classroom management, behaviours management and Maslow’s Hierarchy of Needs. Student teachers apply knowledge of behaviour management to real-life scenarios.
3. **Theory of a Learner-Centred Approach:** Student teachers explore the role of the teacher as facilitator in a learner-centred classroom. Student teachers will compare and contrast a learner-centred and teacher-led classroom environment. Student teachers will identify and analyse learner-centred teaching and learning strategies and explore challenges of a learner-centred approach and suggest solutions.
4. **Lesson Planning and Unit Planning:** Student teachers analyse effective lesson/unit plan structure, describe key elements and investigate objective-based lessons/units. Student teachers review and analyse different lesson and unit plans.
5. **Assessment for Learning and Feedback:** Student teachers research and analyse principles of assessment for learning: learning objectives, success criteria, questioning, feedback, peer and self-assessment. Student teachers compare and contrast between assessment for learning and assessment of learning.
6. **Differentiation:** Student teachers will define the concept of differentiation, describe the importance of differentiation in the classroom and research the impact differentiation has on learning progression. Student teachers explore a variety of differentiation strategies by analysing lesson plans.
7. **Use of Questioning:** Student teachers explore the theory of questioning and define and describe different types of questions. Student teachers apply a taxonomy to questioning to promote higher thinking and plan effective questions to apply to their own practice.
8. **Inclusion:** Student teachers compare and contrast differentiation and inclusion and reflect on the importance of creating an inclusive learning environment. Student teachers will consider appropriate learning strategies suitable for English Language Learners, Students with Special Education Needs, Lower Ability Students and Gifted and Talented Students. Student teachers will reflect on and evaluate inclusion strategies in practice.
9. **Situation Cognition and the Culture of Learning:** Student teachers explore and analyse situated cognition theories of cognitive apprenticeship, anchored instruction and project-based learning.

10. **Curriculum Studies:** Student teachers reflect on their subject knowledge relating to the curriculum of their professorial placement school, identify gaps and plan strategies to secure knowledge and develop instructional approaches.

Delivery Guidance

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject.

Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor- and self- directed study and reflect on their experience and expertise.

Assessment Guidance

All units include formative and summative assessments. Assignments are handed out by course tutors and marked in line with the marking processes. Assessment is varied and may include; written reports, business plans, change management plans, presentations, group work, viva, a worked-based project and personal development plan or observations.

All assessments are linked to the learning outcomes of each module identified in the **Learning Outcomes and Assessment Criteria**. Learners are encouraged to act on feedback from tutors and markers so that they can take as part of their own learning and development.

Formative Assessments: Student teachers are formatively assessed by Institute/centre facilitators throughout this unit. Student teachers should complete formative assessments related to the Professional Placement Tasks 1-6 identified in Unit 3 of this qualification. These are peer assessed and tutor assessed:

1. Safeguarding and Child Protection
2. Become Involved in the Life of the School
3. Managing behaviour
4. Lesson Planning
5. Using Data to Plan for Progression
6. Questioning

Summative Assessments: In addition to the formative assessments, Student teachers must submit a 4,000-word assignment based on a Practice Study.

For more information on the assessment process, please contact Qualifi.

Suggested Resources

Atteberry, A., & Bryk, A. (2011). Analyzing teacher participation in literacy coaching activities.

Ball, D. L. (2000b). Bridging practices. Intertwining content and pedagogy in teaching and learning to teach. *Journal of Teacher Education*, 5 (3), 241-247.

Ball, D. L. (2002). What do we believe about teacher learning and how can we learn with and from our beliefs? In D. Mewborn, et al. (Eds). *Proceedings of the 24th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, October 26-29, 2002, Athens (Georgia), Vol. 1 (pp. 3-19).

Ball, D. L., & Forzani, F. M. (2010). What does it take to make a teacher? *Phi Delta Kappan*, 92(2), 8-12.

Cogshall, J. G., Rasmussen, C., Colton, A., Milton, J., & Jacques, C. (2012). *Generating*

Darling-Hammond, L. and Adamson, F. (2010). *Beyond basic skills: The role of performance assessment in achieving 21st century standards of learning*. Stanford, CA: Stanford Center for Opportunity Policy in Education.

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Dallas, TX: National Staff Development Council. Retrieved from <http://www.learningforward.org/docs/pdf/nsdcstudy2009.pdf>

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Unit 2: Developing Evidence-Based Global Teaching Practice

Unit code - D/618/5462

RQF level: 6

Unit Aim

This unit enables student teachers to compile, analyse and draw on a range of evidence aimed at improving their classroom practice. Following identification of potential areas for exploration, student teachers will plan and conduct a small-scale classroom inquiry.

Whilst studying for this unit, student teachers will define and articulate the steps required to complete a small-scale classroom inquiry within their own setting. Evaluation of findings and reflections on current beliefs and values will be shared. The next steps will be identified based upon the conclusions they have drawn. Consideration will be given to the ethical dimension to observing students, collecting and collating data.

Learning Outcomes and Assessment Criteria

Learning Outcome. To achieve this unit a learner must be able to:	Assessment Criteria. Assessment of this outcome will require a learner to demonstrate that they can:
1. Evaluate the concept and purpose of classroom-based inquiry as a method for evidence-based practice.	1.1. Analyse the characteristics of an effective research question and the steps of an inquiry cycle. 1.2. Evaluate the role of a literature review in context of research.
2. Conduct a small-scale classroom inquiry.	2.1. Justify an approach, including its ethical dimension, to observing, collecting and collating data. 2.2. Appraise the issues involved in collecting and analysing data relating to Global Teaching Practice 2.3. Analyse the findings of an inquiry and arrive at an informed conclusion. 2.4. Present insights into findings in a structured manner.
3. Evaluate the requirements of their future Global Teaching Practice.	3.1. Evaluate the way in which their current beliefs and values have evolved as globally competent teachers. 3.2. Analyse the ethical considerations of research in relation to a small-scale classroom inquiry. 3.3. Analyse the next steps as part of continuous improvement in Global Teaching Practice.

Indicative Content

This unit has been carefully structured to enable student teachers to engage in 4 conceptual sub-units that support them in examining the basic principles of evidence-based practice with an emphasis on action research and inquiry and to evaluate the role of the researcher critically.

1. **Introduction to Research:** Student teachers will explore the concept and purpose of classroom-based inquiry as a methodology for evidence-based practice.
2. **Inquiry Cycle & Research Questions:** Student teachers will recognise the features of a good research question, describe the steps of an inquiry cycle and explore the role of relevant literature review to examine the background and context of the research.
3. **Data Collection:** Student teachers will explore a range of data collection methods for the collation of qualitative and quantitative data. Student teachers begin to plan data collection methods relevant to their research question and small-scale classroom inquiry.
4. **Role of Ethics:** Student teachers will develop an understanding of important ethical considerations when engaging with research and reflect upon any these in relation to their small-scale classroom inquiry.

Delivery Guidance

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor- and self- directed study and reflect on their experience and expertise.

Assessment Guidance

All units include formative and summative assessments. Assignments are handed out by course tutors and marked in line with the marking processes. Assessment is varied and may include; written reports, business plans, change management plans, presentations, group work, viva, a worked-based project and personal development plan or observations.

All assessments are linked to the learning outcomes of each module identified in the **Learning Outcomes and Assessment Criteria**. Learners are encouraged to act on feedback from tutors and markers so that they can take as part of their own learning and development.

Formative Assessments: Student teachers are formatively assessed by Institute/centre facilitators throughout this unit. Student teachers must attend a group and/or individual tutorial with an Institute Tutor to assess how the small-scale classroom inquiry has been planned by reviewing the completed Inquiry Scaffold. Student teachers should complete formative assessments related to the Professional Placement Tasks 7-12 identified in Unit 3 of this qualification. These are peer assessed and tutor assessed:

7. Feedback
8. Teaching Students of Determination
9. Inclusion
10. Moral and Social Education
11. Collaborative Teaching and Learning
12. Digital Integration

Summative Assessments: In addition to the formative assessments, student teachers must submit a 4,000-word assignment based on a Classroom Inquiry Report.

For more information on the assessment process, please contact Qualifi.

Suggested Resources

Center for Comprehensive School Reform and Improvement. (2006). Redefining professional development. Washington, DC: Author. Retrieved from <http://www.centerforcsri.org/files/Feb06newsletter.pdf>

Davies, P. (1999), What is Evidence-based Education? *British Journal of Educational Studies*, 47: 108–121. doi:10.1111/1467-8527.00106

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McLeod, S. A. (2015). Observation Methods. Retrieved from www.simplypsychology.org/observation.html

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Shepherd, M. (2006). Using a learning journal to improve professional practice. A journey of personal and professional self-discovery. *Reflective Practice*, 7(3), 333-348

Woodcock, C, Lassoed, C., & Rutten, I. (2004). How does collaborative reflection play a role in a teacher researcher's beliefs about herself and her teaching? *Discovering the power of relationships. Teaching and Learning*, 18(2), 57-75

Zeichner, K.M. (2003). Teacher research as professional development for P–12 educators in the USA. *Educational Action Research*, 11(2), 301–326.

Unit 3: Professional Placement

Unit code - H/618/5463

RQF level: 6

Unit Aim

This unit includes a 120-day professional placement. This includes a 96-day long-term placement (PP1) and a 24-day short-term placement (PP2). This is a vital element of the overall qualification as it provides student teachers with real-life contexts in which the application of learning and teaching theory is undertaken.

The organisation and management of the placements occur in carefully selected partner schools of centres. Through the practical experiences offered in schools, student teachers are supported to link theory with practice in ways that lead to the application and achievement of the learning outcomes of the Units 1, 2 and 3.

Learning Outcomes and Assessment Criteria

Learning Outcome. To achieve this unit a learner must be able to:	Assessment Criteria. Assessment of this outcome will require a learner to demonstrate that they can:
1. Analyse Global Teaching Practice in terms of learning theory and best practice.	1.1 Apply their knowledge and understanding of learning theory within a classroom setting. 1.2 Analyse the requirements of safeguarding and child protection. 1.3 Evaluate the use and application of teaching strategies in moral education.
2. Meet the requirements of Global Teaching Practice.	2.1. Apply their professional responsibilities relating to their conduct and practice in a collegial environment. 2.2. Evaluate the impact of teaching on student learning. 2.3. Evaluate the characteristics of effective behaviour management. 2.4. Analyse the requirements and features of effective lesson planning
3. Analyse the strengths and areas for development of the learners' current and future Global Teaching Practice using the "4Rs" (Resourcefulness, Resilience, Reflection and Reciprocity).	3.1. Evaluate professional ways of working in a global school setting. 3.2. Evaluate the effectiveness of collaborative teaching and learning. 3.3. Analyse the next steps for professional growth.

Indicative Content

This unit has been carefully structured to enable student teachers to engage in 12 Professional Placement Tasks throughout the duration of the programme. The Professional Placement Tasks have been created to integrate theory and practice (as part of school-based learning). The tasks will be addressed with formative assessments in Units 1 and 2. These Professional Placement tasks are:

1. Safeguarding and Child Protection
2. Become Involved in the Life of the School
3. Managing behaviour
4. Lesson Planning
5. Using Data to Plan for Progression
6. Questioning
7. Feedback
8. Teaching Students of Determination
9. Inclusion
10. Moral Education
11. Collaborative Teaching and Learning
12. Digital Integration

Delivery Guidance

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor- and self- directed study and reflect on their experience and expertise.

Assessment Guidance

All units include formative and summative assessments. Assignments are handed out by course tutors and marked in line with the marking processes. Assessment is varied and may include; written reports, business plans, change management plans, presentations, group work, viva, a worked-based project and personal development plan or observations.

All assessments are linked to the learning outcomes of each module identified in the **Learning Outcomes and Assessment Criteria**. Learners are encouraged to act on feedback from tutors and markers so that they can take as part of their own learning and development.

Formative Assessments: Student teachers are formatively assessed by Institute/centre facilitators throughout this unit. These include:

- Student teachers upload a minimum of 28 pieces of evidence as part of their E-Portfolio.
- Student teachers complete the 120-day Professional Placement.
- Student teachers complete 12 Professional Placement tasks throughout their engagement in the programme (800 – 1,000 words per task).

- Mentors conduct formal bi-weekly lesson observations followed by formative feedback as part of professional discussions throughout the 120-day Professional Placement.
- Mentors complete and submit 3 Diagnostic Feedback Reports to Institute.
- Throughout Unit 1 and 2 learning sessions (co-requisite to Unit 3), student teachers will reflect on observations and practice, linking theory with practice.

Summative Assessments: In addition to the formative assessments:

- Tutors (with mentor) conduct 2 lesson observations followed by summative feedback throughout the 120-day Professional Placement.
- Student teachers will submit the Teacher Performance Assessment (PAT) via the online PAT Submission System.

For more information on the assessment process, please contact Qualifi.

Suggested Resources

Resources for this unit includes all suggested resources in Unit 1 and Unit 2 of this qualification.

Unit 4: Arabic Language Pedagogy

Unit code: K/618/5464

RQF level: 6

Unit Aim

This unit has been carefully structured to enable students to engage in a 10-day specialist immersion training that promotes a critical understanding of Arabic language awareness in teaching and Arabic language learning and teaching.

In this unit, student teachers will explore, analyse and evaluate Arabic language specialist pedagogy. They will demonstrate an awareness of the Arabic language systems and skills. Student teachers will examine methods and approaches in teaching the Arabic language as a first and second language. They will recognise the importance of on-going critical reflection and how this shapes their thinking and practice as a teacher of the Arabic language.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria. Assessment of this outcome will require a learner to demonstrate that they can:
1. Assess the teaching of the Arabic language.	1.1 Analyse different language varieties and linguistics and how to break language into elements and skills. 1.2 Analyse the different language competencies in an integrated language classroom. 1.3 Analyse the vocabulary, grammar and lexical nature of Arabic.
2. Evaluate the requirements of Arabic sound systems and writing.	2.1 Analyse the characteristics of phonology, Arabic sound systems, the Arabic script and morphology system. 2.2 Assess the ways of applying different teaching techniques in an integrated classroom. 2.3 Apply a variety of correction techniques in writing and speaking.
3. Analyse models of teaching language.	3.1 Analyse the application of different approaches and models of teaching modern languages to Arabic (PPP (Present, Practice, Produce), ARC (Authentic Use of Language – Restricted Use – Clarification and Focus), GD (Guided Discovery)). 3.2 Evaluate the use of storytelling techniques in teaching. 3.3 Assess the role of memory in the retrieval, re-use and recycling of language. 3.4 Evaluate the use of language standards and frameworks in their own practice. 3.5 Evaluate the use of IT and social media in teaching Arabic. 3.6 Assess the role of teaching Arabic rhetoric, songs, chants and music.

Indicative Content

This unit has been carefully structured to enable students to engage in a 10-day specialist immersion training that promotes a critical understanding of:

Arabic Language Awareness in Teaching: language systems, grammar, vocabulary, teachable phonology in primary and secondary for Arabic first and second language learners

Arabic Language Learning and Teaching: methods and approaches in primary and secondary for Arabic first and second language learners

- 1. Arabic Language Today and Language Experience; Communicative Competencies, Language Skills and Effective Lessons in the Classroom:** Student teachers will explore language varieties and linguistics, including social linguistics. They will examine how to break language into elements and skills. Student teachers will analyse the different language competencies in an integrated language classroom.
- 2. Developing Speaking Skills and Teaching Grammar and Vocabulary:** Student teachers will explore language skills and language sub-skills including different methods of applying this knowledge when teaching first and second language learners. They will analyse vocabulary, grammar and the lexical nature of the Arabic Language and will identify the components of language into form, meaning and use.
- 3. Phonology, Arabic Sound Systems, Arabic Script and Morphology System:** Student teachers will explore Arabic Language systems and how to apply these in the classroom. They will examine the nature of Arabic Language script and how to apply different teaching techniques in the integrated classroom.
- 4. Teaching Listening and Writing Skills and Correction Techniques:** Student teachers will explore and recognise reading and listening techniques. They will apply these to their classroom context. Student teachers will apply a variety of correction techniques in writing and speaking.
- 5. Models in Language Teaching, Supporting Reading Skills and the Use of Technology:** Student teachers will explore a variety of models in teaching modern language (PPP, ARC, GD) and how to apply these in teaching Arabic language. They will analyse a variety of Arabic texts and sub-texts and apply this knowledge to their own context. Student teachers will explore the use of authentic materials and ways of using technology in language teaching including Web 2.0 technology.
- 6. Storytelling Techniques and Teaching Reading to Higher Level Learners:** Student teachers will explore a variety of approaches and techniques in using stories in teaching. They will experiment with application of these techniques and approaches. Student teachers will explore, analyse and apply techniques in teaching reading skills at higher levels.
- 7. Mainstream Approaches in Language Teaching, Models in Language Teaching and the Role of Memory:** Student teachers will analyse the key mainstream approaches and explore models in teaching languages and consider how these can be applied in their context. Student teachers will examine the role of memory and they will apply techniques of retrieval, re-use and recycling language.
- 8. Language Standards and Frameworks, full descriptor CLIL and Drama in Language Teaching:** Student teachers will explore and analyse frameworks and language standards and critically reflect on their own practice in context. They will develop an awareness of Content and Language Integrated Learning (CLIL) and apply this to their context. Student teachers will explore a variety of approaches and techniques in using drama in language teaching.

- 9. Strategies to Teach Vocabulary, Teaching Arabic Grammar Communicatively and Use of Social Media in Language Teaching:** Student teachers will explore grouping vocabulary and lexical sets of Arabic Language and language variations. They will discover different approaches to teaching Arabic grammar using communicative language learning and teaching including advanced Arab grammar. Student teachers will explore a variety of methods of using social media to teach Arabic Language in an authentic manner.
- 10. Teaching Arabic Literature, Teaching Arabic Rhetorics and Teaching Arabic Using Songs, Chants and Music:** Student teachers will explore and examine a variety of techniques and strategies in teaching Arabic literature and rhetoric. They will explore a variety of methods of using songs, chants and music to teach Arabic Language in an authentic manner.

Delivery Guidance

Arabic language student teachers engage in a 10-day specialist immersion training scheduled strategically throughout the programme of study. This Specialist Immersion Training consists of 60 mandatory hours. All taught sessions are delivered by Arabic Language specialist practitioners. This unit can be delivered remotely and/or face-to-face.

Assessment Guidance

Summative Assessments: student teachers submit a 6,000 word essay reflecting critically on the relationship between subject content knowledge and pedagogic content knowledge specific to Arabic Language.

For more information on the assessment process, please contact Qualifi.

Suggested Resources

Abd-El-Jawad, H.R. (1987). Cross-dialectal variation in Arabic: Competing prestigious forms. *Language in Society*, 16(3), pp.359–367.

Abeltawab, R. (1991). *Fi ilm al lugha wa al aSwat al Arabiya* (In linguistics and phonology). Cairo: Dar Al-Fikr. عبد التواب، رمضان، (1991) في علم اللغة والأصوات العربية. مصر: دار الفكر.

AlAsli, A. (2001) *Assasiyatu taleem al lugha al Aarbiya lilnaTiqeen bi lughatin ukhra* (The fundamentals of teaching Arabic language to speakers of other languages). Riyadh: Imam Mohammad Bin Saud University. العصلي، عبد العزيز، (2001) أساسيات تعليم اللغة العربية للناطقين بلغات أخرى. السعودية: إصدارات جامعة الإمام محمد بن سعود الإسلامية.

AlBadawi, S. (1973). *Mustawayat Al Arabiya Al muasira fi Misr wa alalam al Aarbi* (Arabic Language Standards in Egypt and the Arabi World). Cairo: Dar Al-Mararif البدوي، سعيد، (1973) مستويات العربية المعاصرة في مصر والعالم العربي. القاهرة، مصر: دار المعارف.

Alhawary, M.T. (2011). *Modern standard Arabic grammar : a learner's guide*. Malden, Ma: Wiley-Blackwell.

AlKharma, N. (1997). *Al-lugha: taleemiha wa taalumoha* (Language: teaching and Learning). Kuwait: Dar Al-Fikru Al Arabi.

الخرما، نايف، (1997) اللغة: تعليمها وتعلمها. الكويت: دار الفكر العربي.

AlQahtani, J.B.S, et al. (2010). Al Kifayat al lughwiya fi taleem al Arabiya (Linguistic competencies in teaching Arabic). Riyadh: King Fahed National Library.

القحطاني، جمعان بن سعيد، وآخرون (2010) الكفايات اللغوية في تعليم العربية. الرياض، السعودية: مكتبة الملك فهد الوطنية.

AlSumaily, Y. (2003). Allughatu al Arabiyatu wa Turuqo tadreesiha (Arabic Language and approaches in teaching it). Riyadh: Imam Mohammad Bin Saud University.

الصميلي، يوسف، (2003) اللغة العربية وطرق تدريسها. الرياض، السعودية: جامعة الإمام.

Bilbrough, N. (2011). Memory Activities for Language Learning With CD-ROM. Stuttgart Klett.

Centre for Examination and Assessment. (2015). Daleel taQweem maharatu al Qira'a al jahriya (Handbook for evaluating and assessing reading skills). Cairo: Centre for Examination and Assessment Publications.

المركز القومي لامتحانات والتقويم التربوي (2015) دليل تقويم مهارات القراءة الجهرية. القاهرة، مصر: إصدارات المركز القومي لامتحانات والتقويم التربوي.

Clive Holes (2004). Modern Arabic : structures, functions, and varieties. Washington, D.C.: Georgetown University Press.

Cook, G. (2012). Language play, language learning. Oxford England ; New York: Oxford University Press.

Davis, P. and Rinvoluceri, M. (1989). Dictation : new methods, new possibilities. Cambridge: Cambridge University Press.

Graham, C. and Rosenthal, M.S. (2001). Jazz chants old and new. New York: Oxford University Press.

Hassan, A. (2006). Al Nahu al wafi (The Complete grammar and syntax). Cairo: Dar Al-Ma'arif

حسن، عباس، (2006) النحو الوافي. القاهرة، مصر: دار المعارف.

Hassan, T. (1987). Allughatu al Arabiyatu al muasira: ma'naha wa mabnaha (Contemporary Arabic language: meaning and structures). Cairo: The Egyptian Book Corporation.

حسان، تمام، (1987) اللغة العربية المعاصرة: معناها ومبناها. القاهرة، مصر: الهيئة العامة المصرية للكتاب.

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Kind Abdul Aziz Centre for Arabic Language. (2019). Silsilat taleem al Arabiya (Arabic Language Teaching Series). Jeddah: Kind Abdul Aziz Centre for Arabic Language Publications.

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Krashen, S.D. (2004). The power of reading insights from the research. Westport, Conn. Libraries Unlimited.

Lemov, D. and Atkins, N. (2014). Teach Like A Champion 2.0. San Francisco, Calif.: Jossey-Bass.

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عمر، يوسف، (2012) *في تدريس العربية للناطقين بلغات أخرى*. لندن، المملكة المتحدة: منشورات لندن العربية.

Omar, Y. (2020). *Qira-aat Arabiya muasira lil mutaalimeen (Arabic contemporary guided reader for learners)*. First Edition. London: IMP Publishers.

عمر، يوسف، (2020) *قراءات عربية معاصرة للمتعلمين*. الطبعة الأولى. لندن، المملكة المتحدة: دار إمباكت الدولية.

Rinvoluceri, M. and Davis, P. (1995). *More grammar games : cognitive, affective, and movement activities for EFL students*. Cambridge England ; New York, Ny: Cambridge University Press.

Ryding, K.C. (2005). *A reference grammar of modern standard Arabic*. New York: Cambridge University Press.

Seeni, M.I, et al. (1991). *Murshid al mualim fi tadrees al Arabiya lighayr al natiQeena bihaa: TaTbiQat amaliya li-ijra' ad-duroos (The practical teachers guide to teaching Arabic to speakers of other languages: practical tasks and procedures)*. Riyadh: Centre for Education for the GCC.

صيني، محمود إسماعيل، وآخرون، (1991) *مرشد المعلم في تدريس العربية لغير الناطقين بها: تطبيقات عملية لإجراء الدروس*. السعودية: مركز التربية لدول الخليج العربي.

Shihata, H. (1993). *Taleem al lugha al Arabiya bayna al nadhriya wa at-taTbeeQ (Arabic teaching and learning theory and practice)*. Second edition. Beirut, ADAar AlMasriya alLubnaniya.

شحاتة، حسن، (1993) *تعليم اللغة العربية بين النظرية والتطبيق*. الطبعة الثانية. بيروت، لبنان: الدار المصرية اللبنانية.

Taha, H. (2015). *Tadreesu al Arabiya wifQa al maayer (Using Standards and Frameworks in Teaching Arabic)*. Beirut: Beirut Publishing House.

طه تامر تيمور، هنادا، (2015) *تدريس العربية وفق المعايير*. بيروت، لبنان: مكتبة بيروت.

Teama, R. (2014). *Taleem al lugha al Aarbiya lighayri an-natiqQeena biha fil mujtama al muaasir (Teaching Arabic to speakers of other languages in the contemporary societies)*. Cairo: TAFL Magazine.

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Thornbury, S. (2006). *How to teach speaking*. Malasia: Longman.

Underhill, A. (2008). *Sound foundations / Buch*. Oxford: Macmillan.

Ur, P. and Swan, M. (2017). *Grammar practice activities : a practical guide for teachers*. Cambridge Cambridge University Press.

Wahba, K.M., England, L. and Taha, Z.A. (2018). *Handbook for Arabic language teaching professionals in the 21st century. Volume II*. New York: Routledge.

Willis, J. (2005). *A framework for task-based learning*. Harlow: Longman.

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Younes, F.A, et al. (2013). Al marjaa fi taleem al Arabiya lil ajaneb (The reference for teaching Arabic to foreign learners). Cairo: Wahba Publishing House.

يونس، نئحي علي، وآخرون، (2013) المرجع في تعليم العربية لألجانب. القاهرة، مصر: مكتبة ودية

Unit 5: Early Years Pedagogy

Unit code - M/618/5465

RQF level: 6

Unit Aim

This unit has been carefully structured to enable students to engage in a 10-day specialist immersion training that promotes a critical understanding of Early Years specialist pedagogy.

Student teachers will explore, analyse and evaluate Early Years specialist pedagogy. They will demonstrate an awareness of the complexity of Early Years teaching and how scholarship can inform and enrich practice. Student teachers will recognise the importance of on-going critical reflection and how this shapes their thinking and practice as a teacher of Early Years.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria. Assessment of this outcome will require a learner to demonstrate that they can:
1. Evaluate child development and learning theory.	1.1 Analyse the differences between and impact of nature and nurture. 1.2 Evaluate the influence of learning theories on classroom practice and the impact on child development. 1.3 Analyse the influence of different methods of teaching and the processes of learning in an early years classroom. 1.4 Evaluate the influence of a structured and well-resourced learning environment on children.
2. Analyse the requirements of assessment for learning in early years education.	2.1 Assess the role of observation in early years education. 2.2 Analyse the impact of effective assessment for learning through a range of observation methods and professional practice. 2.3 Evaluate the application of different assessment frameworks.
3. Evaluate the requirements of their future early years teaching practice.	3.1 Evaluate their strengths and opportunities for professional development including child protection and safeguarding. 3.2 Analyse the role and use of coaching skills and questioning in an early years setting. 3.3 Develop strategies for literacy and mathematics observations. 3.4 Plan their next steps in early years teaching practice according to identified strengths and opportunities for development.
4. Manage classroom behaviour in an early years setting.	4.1 Assess the application of behaviour management theories to early years education. 4.2 Assess the role of parents in behaviour management.

Indicative Content

This unit has been carefully structured to enable students to engage in a 10-day specialist immersion training that promotes a critical understanding of:

1. **Child Development and Learning Theory & Learning Walk:** Student teachers will explore child development theories with a focus on 'nature and nurture'. They will understand how learning theories inform classroom practice and impact upon child development. Students Teachers will observe and analyse theories in practice in an Early Years setting.
2. **Methods and Processes & Lesson Observation:** Student teachers will identify methods of teaching and processes of learning in an Early Years classroom. They will recognise the importance of play as a predominant mode of learning. Student teachers will analyse methods and processes to explain developmentally appropriate practice and awareness of cultural context.
3. **The Early Years Learning Environment:** Student teachers will examine the positive impact of a structured, well resourced and well defined learning environment on children's development. They will evaluate learning environments and consider the key factors present to maximise learning. Student teachers will identify and plan for improvements in the utilization of space in their own Early Years setting.
4. **Assessment for Learning:** Student teachers will explore Assessment for Learning and understand the role of observation when working with children. They will compare a range of observation methods and professional practice to analyse the impact of effective AfL on learner progress and attainment. Student teachers will compare and contrast a range of Early Years assessment frameworks. They will consider the role of parents in the assessment process.
5. **Early Years Tutorials and Coaching:** Student teachers will discuss, reflect, analyse and evaluate their current knowledge and experience of Early Years teaching and learning. They will identify best practice and plan for next steps in their professional development. Student teachers will recognise the importance of the core coaching skills of listening and powerful questioning in an Early Years setting.
6. **Behaviour Management for Learning Part 1+2 & Lesson Observation:** Student teachers will explore behaviour management theory with a focus on Attachment Theory and lifestyle. They will identify effective strategies and interactions to positively manage behaviour. Student teachers will discuss and analyse a range of case studies considering the role of parents.
7. **Planning for Learning, Curriculum and Early Learning Frameworks & Learning Walk:** Student teachers will analyse a range of international Early Learning Frameworks and explore the methodologies and teaching processes attached to these. They will recognise the characteristics of effective learning and explore the influencing factors in planning for learning. Student teachers will compare and contrast at least two curricula.
8. **Early Years Tutorials & Behaviour Management for Learning Part 3:** Student teachers will discuss, reflect, analyse and evaluate their evolving practice and developing knowledge of teaching and learning. They will plan for next steps in their professional development. Student teachers will discuss an enabling environment. They will develop awareness of the legislative frameworks that shape child protection and safeguarding.

9. Strategies for Literacy and Maths & Lesson Observation: Student teachers will explore mathematical and literacy concepts and associated skill trajectories. They will explore research results and will evaluate the impact of teachers' knowledge gap on students outcomes. Students teachers will explore the difference between emergent literacy and instructional approaches.

10. Behaviour Management for Learning Part 4, Unit Review & Coaching: Student teachers will demonstrate knowledge of the national legislative frameworks that shape Inclusion. They will examine partnership working and the role of early intervention. Student teachers will recognise the importance of the core coaching skills of listening and powerful questioning in an Early Years setting. They will identify strengths and areas of development in their practice.

Delivery Guidance

Early Years student teachers engage in a 10-day mandatory specialist immersion training scheduled strategically throughout the programme of study. This Specialist Immersion Training consists of 60 mandatory hours. All taught sessions are delivered by Early Years specialist practitioners. This unit can be delivered remotely and/or face-to-face.

Assessment Guidance

Summative Assessments: student teachers submit a 6,000 word case study examining the development of a particular student, group or situation over a period of time, reflecting on the relationship between subject content knowledge and pedagogic content knowledge that is specific to the Early Years age phase.

For more information on the assessment process, please contact Qualifi.

Suggested Resources

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Unit 6: Moral Education

Unit code - T/618/5466

RQF level: 6

Unit Aim

This unit has been carefully structured to enable students to engage in a 10-day specialist immersion training that promotes a critical understanding of Moral Education, culture and civic matters.

This unit, student teachers will develop a nuanced understanding of the Moral Education curriculum. They will demonstrate an awareness of Moral Education, values and skills. Student teachers will examine methods and approaches in teaching and assessing Moral Education. They will develop an understanding of applying creative and innovative approaches to the teaching of Moral Education. Student teachers will recognise the importance of on-going critical reflection and how this shapes their thinking and practice as a teacher of Moral Education.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria. Assessment of this outcome will require a learner to demonstrate that they can:
1. Evaluate the influence of morality, character and societies in teaching Moral Education.	1.1 Assess the role and influence of local and global culture on the Moral Education curriculum. 1.2 Analyse the “four pillars”, moral concepts and values of the curriculum and in relation to diversity, character and morality in context of communities.
2. Analyse the role of cultural and civic studies in teaching Moral Education.	2.1 Evaluate the role of inter-culture, cross-culture, heritage and story-telling in teaching Moral Education. 2.2 Analyse the role of local and global communities in the creation of a universal culture. 2.3 Analyse the role of global ethics in relation to communities and economies. 2.4 Develop strategies for teaching peace and conflict resolution.
3. Analyse the use of different methods of teaching Moral Education.	3.1 Analyse the use of objects and symbols in teaching Moral Education. 3.2 Assess the use of vocabulary symbols in teaching Moral Education. 3.3 Evaluate the use of a variety of techniques and methods of teaching Moral Education skills. 3.4 Assess the importance of valuing students’ cultural, social, personal and emotional experiences. 3.5 Assess the role of parents, schools and community engagement in Moral Education 3.6 Define innovation and creativity in Moral Education.

	3.7 Differentiate between learning objectives and learning outcomes.
4. Analyse the requirements of assessment for learning in Moral Education.	4.1 Assess the role of observation in Moral Education. 4.2 Analyse the impact of effective assessment for learning through a range of observation methods and professional practice. 4.3 Evaluate the application of different assessment frameworks.

Indicative Content

This unit has been carefully structured to enable students to engage in a 10-day specialist immersion training that promotes a critical understanding of:

- 1. Role of Culture and Traditions in Shaping the Moral Education Curriculum and Instruction:** Student teachers will explore the role of local and global culture and analyse the Moral Education curriculum. They will identify and describe the four pillars, moral concepts and values of the curriculum. Student teachers will distinguish the Moral Education skills and apply these to their context.
- 2. The Influence of Morality, Character and Societies in Teaching Moral Education:** Student teachers will examine the pillars of the Moral Education curriculum and analyse these in relation to diversity, character and morality in the context of communities. They will discuss and reflect on their own teaching in context.
- 3. Cultural Studies:** Student teachers will analyse and describe inter-culture, cross-culture and the role of heritage in a Moral Education classroom. They will investigate the role of storytelling in teaching Moral Education.
- 4. Civic Studies:** Student teachers will explore the pillar of Civic Studies and discuss the importance of local and global communities in the creation of a universal culture. They will examine global ethics in relation to communities and economies. Student teachers will identify opportunities for teaching peace and conflict resolution and develop teaching strategies in their context.
- 5. Applying Methods and Techniques in the Moral Education Classroom:** Student Teachers will analyse how objects and symbols can be used effectively in the Moral Education classroom. They will demonstrate awareness of the use of appropriate vocabulary when teaching Moral Education themes and topics. Student Teachers will investigate a variety of techniques and methods in teaching Moral Education skills.
- 6. Student Experience and the Use of Resources and Materials:** Student Teachers will recognise the importance of valuing students' cultural, social, personal and emotional experiences in a Moral Education classroom. They will explore materials and authentic resources, developing their own bank of resources in the process, and applying these to their own teaching in context.
- 7. Planning for Progress in Moral Education:** Student teachers will compare and contrast learning objectives and learning outcomes. They will analyse and evaluate Moral Education lesson plans and identify the learning sequence and opportunities for differentiation. Student teachers will apply this to their own teaching in context.

8. **Assessment in the Moral Education Classroom:** Student teachers will analyse and evaluate summative assessment methods. They will explore opportunities to integrate Assessment for Learning in Moral Education lessons. Student teachers will reflect upon and apply the techniques and methods of sequencing learning and AFL in their own Moral Education lesson plans.
9. **Community Engagement:** Student teachers will analyse the importance of parental, school and community engagement in effective delivery. They will recognise the importance of project-based learning. Student teachers will evaluate best global and local practice critically and apply this to their context.
10. **Innovation and Creativity in Moral Education:** Student teachers will define innovation and creativity in a Moral Education classroom. They will investigate immersive learning, experimental learning, discovery learning and use of technologies. Student teachers will apply these modes of learning to their teaching practice in the Moral Education classroom.

Delivery Guidance

Moral Education student teachers engage in a 10-day specialist immersion training scheduled strategically throughout the programme of study. This Specialist Immersion Training consists of 60 mandatory hours. All taught sessions are delivered by Moral Education specialist practitioners. This unit can be delivered remotely and/or face-to-face.

Assessment Guidance

Summative Assessments: student teachers submit a 6,000 word essay reflecting critically on the relationship between subject content knowledge and pedagogic content knowledge specific to Moral Education.

For more information on the assessment process, please contact Qualifi.

Suggested resources

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Unit 7: Special Educational Needs and Disability (SEND)

Unit code - A/618/5467

RQF level: 6

Unit Aim

This unit has been carefully structured to enable students to engage in a 10-day specialist immersion training that promotes a critical understanding of models and methods of teaching those with special needs.

Student teachers will explore, analyse and evaluate teaching students with SEND. They will demonstrate an awareness of inclusive practice in formal educational settings and how scholarship can inform and enrich practice. Student teachers will recognise the importance of on-going critical reflection and how this shapes their thinking and practice as a becoming teacher of students with SEND.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria. Assessment of this outcome will require a learner to demonstrate that they can:
1. Analyse the principles of inclusive education.	1.1 Define the concept and characteristics of an inclusive culture and the impact on attitudes, behaviours, systems and beliefs on this culture. 1.2 Assess the impact of practitioners' motivation in context of the progress, attainment and wellbeing of students with SEND. 1.3 Analyse the way in which teaching practices need to be adapted to meet the different needs of SEND students. 1.4 Analyse the components and characteristics of high quality teaching for SEND students.
2. Evaluate the concept and application of differentiation.	2.1 Define the concept of differentiation and the impact of different strategies on the barriers to learning faced by SEND students. 2.2 Define best practice for effective differentiation and intervention. 2.3 Develop adaptations and modifications that meet the needs of different SEND students 2.4 Assess the role of teaching assistants in effective SEND education.
3. Manage the behaviour of SEND students.	3.1 Assess the role of families in SEND education. 3.2 Distinguish between common, distinct and individual needs and their impact on behaviour. 3.3 Develop strategies that meet the needs of different SEND students including those with autism and specific learning difficulties and sensory impairments.

Indicative Content

This unit has been carefully structured to enable students to engage in a 10-day specialist immersion training that promotes a critical understanding of:

- 1. Inclusive Education; Values, Principles and Culture:** Student teachers will explore the concept of an 'inclusive culture' and the impact of attitudes, behaviours, systems and beliefs upon this culture. Student teachers will consider the impact of a practitioner's motivation to create an inclusive learning environment upon the progress, attainment and wellbeing of students with SEND.
- 2. A Social Model for SEND, Barriers and the Four Areas of Need:** Student teachers will be introduced to definitions of disorders in order to adapt their practice to focus on the barriers to learning faced by students with SEND rather than the label that they carry. Analysis of the four areas of need will enable student teachers to gain a deeper understanding of the complexities of SEND.
- 3. High Quality Teaching: The Foundation of the Graduated Approach:** Student teachers will discuss, describe and analyse the components of High-Quality Teaching and the implications of these upon progress, attainment and wellbeing for students with SEND. Student teachers will be introduced to additional strategies that are specific to identified profiles of need.
- 4. Differentiation and Intervention:** Student teachers will deepen their knowledge of differentiation by analysing the impact of different strategies upon the barriers to learning faced by students with SEND. By describing and analysing observations and reflections from their experience whilst on placement, student teachers will begin to define best practice for effective differentiation and intervention.
- 5. Adaptions, Modification and Individual Education Plans (IEPs):** Student teachers will draw upon their developing knowledge and understanding of High-Quality Teaching and effective differentiation and begin to recognise more specific adaptations and modifications and their impact upon barriers to learning for students with SEND. Through analysis of example IEPs, student teachers will recognise ways in which students with SEND can best be supported in their learning.
- 6. Making Best Use of Teaching Assistants (TAs):** Student teachers will reflect upon their school placement to describe examples of effective TA support and the subsequent impact upon the progress, attainment and wellbeing of students with SEND. Through this reflection and analysis and with support from current guidance materials, student teachers will define best practice when working with TAs.
- 7. Pupil Voice, Child Centred Planning and Building Partnerships:** Student teachers will discuss, compare and review the differences between liaison, cooperation, coordination and collaboration when working with families. Student teachers will explore real life examples from a variety of perspectives in order to define best practice when working with students with SEND and their families.
- 8. Supporting and Managing Behaviour:** Student teachers will explore the differences between common, distinct and individual needs and the impact of these needs upon behaviour. Through a deeper understanding of the needs that drive the behaviours, student teachers will begin to identify strategies that could be effective in supporting and managing the behaviour displayed.
- 9. Autism Awareness:** Student teachers will be introduced to key terminology relating to autism and autistic spectrum disorder. By exploring theoretical models such as Wing (1979) Triad of Impairment combined with experience from their school placement, they will be able to describe areas of difficulty for students with autism. Student teachers will be introduced to a range of strategies that might best support learning for students with autism.

10. Specific Learning Difficulties and Sensory Impairments: Student teachers will be introduced to key terminology relating to specific learning difficulties and sensory impairments. By reflecting upon their experiences gained during their school placement, they will analyse a range of strategies that may be used to best support students with these profiles of need.

Delivery Guidance

SEND student teachers engage in a 10-day mandatory specialist immersion training scheduled strategically throughout the programme. This Specialist Immersion Training consists of 60 mandatory hours. All taught sessions are delivered by SEND specialist practitioners. This unit can be delivered remotely and/or face-to-face.

Assessment Guidance

Summative Assessments: student teachers submit a 6,000 word case study examining the development of a particular student, group or situation over a period of time, reflecting on the relationship between subject content knowledge and pedagogic content knowledge that is specific to SEND.

For more information on the assessment process, please contact Qualifi.

Suggested Resources

Additional Learning Needs Branch Support for Learners Division The Education Directorate Welsh Government (2019). *'Support for children and young people with multi-sensory impairment in educational settings'*.

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