QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Qualifi Level 4 Certificate in Education and Training

Specification (For Centres)

July 2023

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.

Contents

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 4 Certificate in Education and Training (603/6042/2)

1.4 Awarding Organisation

QUALIFI LTD

2 Qualification Purpose, Rational, Aims Outcomes

2.1 Qualification Purpose

This qualification has been created to further develop practical teaching skills, assessment and the use of resources in education and teaching. This qualification is suitable for:

- those who work, or want to work as teachers/trainers in the further education and skills sector;
- learners who have just started a teaching/training role;
- teachers/trainers who are seeking career progression in their area of work;
- those working with learners on a one-to-one basis;
- learners who teach in industry;
- assessors who wish to achieve a teaching/training qualification.

2.2 Rationale for the Certificate

The rationale of the Certificate is to provide recognition for those who wish to develop their own abilities in in the post 16 education and training sector including further education colleges, adult and community education providers, offender education, work based learning providers, third/voluntary sectors and independent training organisations.

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.

It is also envisaged that all Qualifi centres will consider this qualifiaction to extend their knowledge of teaching and to provide consistent, standardised assessment reports and appropriate feedback to learners.

2.3 Overall Aims of the Certificate

The Certificate provides the essential knowledge and fundemental understanding of the roles and responsibilities that teaching staff need in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners. The Certifiacte will enable trainee teachers to use initial and diagnostic assessments and plans

to deliver inclusive teaching and learning, assess learning and use appropriate resources to support effective learning. 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 Certificate are to:

1. Enable Learners to apply analytical and evaluative education and teaching principles in private and public places of learning;
2. enhance analytical, practical and evaluative skills relating to teaching and education across all sectors;
3. develop the Learner's ability to recognise and reflect on the process of personal learning and development which facilitates the enhancement of key personal, sociable and other transferable skills;
4. encourage the Learner's self-reflection, analytical, intellectual and transferable skills;
5. identify understanding roles, responsibilities and relationships in education and training;
6. understand how to plan to meet the needs of learners in education and training;
7. deliver education and training;
8. understand how to assess learners in education and training;
9. understand how to use appropriate resources for education and training.

Learners who successfully complete this qualification will have a fundamental understanding of the roles and responsibilities of a teacher/trainer in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners. They will be able to use initial and diagnostic assessments and plan and deliver inclusive teaching and learning. They will also be able to assess learning and use appropriate resources to support effective learning.

These are the overall learning outcomes in line with a level 4 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 this qualification and/or observing and assessing practice, centres should have staff in place with all of the following:

- a teaching or training qualification
- evidence of relevant teaching experience in an education or training context
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will also 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 will need to be qualified, proficient or experienced in the subject which they intend to teach. Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners.

There is no requirement to have achieved the Qualifi Level 3 Award in Education and Training to be accepted on to this Level 4 qualification.

Applicants need to be qualified, proficient or experienced in the subject which they intend to teach. It would be expected that applicants have sufficient personal skills to complete the academic and other requirements of the programme. They will also need to be able to support their learners at the appropriate level whilst delivering their subject specialism. Applicants need to demonstrate the potential to study at minimum academic level 4 – the same level of study as the first year of a degree. All trainee teachers joining this qualification programme should undertake an initial assessment of skills in maths, English and ICT

There is a requirement to carry out an initial assessment of a trainee teacher's personal skills in maths, English and ICT. Development needs should be recorded and, where applicable, an action plan agreed. If trainee teachers

join the qualification programme having already undertaken an initial assessment of their maths, English and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The Qualifi Level 4 Certificate in Education and Training is a Level 4 qualification containing 10 credit-bearing units requiring a minimum of 33 credits for 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:

- 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 4 Certificate in Education and Training** has 10 units in total. Learners must complete all mandatory units to achieve 24 credits and then choose a minimum of 15 credits from the optional units. A minimum of 39 credits must be achieved at Level 4 and 30 hours of teaching practice.

A minimum of 36 credits is required to achieve the certificate.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
M/618/0458	Understanding Roles, Responsibilities and Relationships in Education and Training	3	30	3	12
R/618/2445	Delivering Education and Training	4	60	6	24
Y/618/2446	Using Resources for Education and Training	4	30	3	15
D/618/2447	Assessing Learners in Education and Training	4	60	6	24
H/618/2448	Managing Learning and Development in Groups	4	60	6	30
Optional Units					
K/618/2449	Planning to Meet the Needs of Learners in Education and Training	4	30	3	15
D/618/2450	Equality and Diversity	4	60	6	25
M/618/0282	Assessing Occupational Competence in the Work Environment	3	60	6	30
T/618/0283	Assess Vocational Skills, Knowledge and Understanding	3	60	6	30
F/618/0285	Internally Assure the Internal Quality of Assessment	4	60	6	45
A/618/0284	Understanding the Principles and Practices of the internal Quality Assurance of Assessment	4	60	6	45

For this qualification there are additional assessment requirements which include mandatory observation of practice. Assessed observations of practice are a vital component of these levels of the Education and Training suite of qualifications. There is a requirement for a minimum of **30** hours of practice

Within some of the optional units there is a requirement for assessed observations of practice. Any observations linked to optional units are **in addition** to the mandatory observations.

Simulation of teaching (micro-teaching) is not permitted for these qualifications. 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 4 Certificate in Education and Training**
can progress to:

- a Qualifi Level 5 qualification;
- Qualifi Level 5 Diploma in Education and Training;
- 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 RPL to the Qualifi Level 5 Diploma in Education and Training

Individuals who achieve the Level 4 Certificate in Education and Training and are progressing to the accredited Qualifi Level 5 Diploma in Education and Training ET 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.

You 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 thi squalifiaction 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

There is a requirement for a minimum of **30** hours of practice for this qualification with a **minimum** of **3** assessed observations. There is no requirement to evidence working with groups of learners to achieve this qualification unless the units undertaken specify that purpose. However, where trainee teachers are working solely with individuals, a programme may also include support and preparation for working with groups

Observed and assessed practice

There must be a minimum of three observations totalling a minimum of three hours. This excludes any observed practice completed as part of the **Level 3 Award in Education and Training**. Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme and take into account a trainee's progress.

For the **Level 4 Certificate in Education and Training** there is a requirement for a minimum of 30 hours of practice.

Ideally, effective teaching practice experience should include:

- different teaching practice locations/settings/contexts;
- teaching across more than one level;
- teaching a variety of learners;
- teaching individuals and groups.

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

- delivering education and training;
- assessing learners in education and training;
- using resources for education and training.

A holistic approach should be taken to observed and assessed practice so that each observation and assessment of practice enables trainee teachers to provide evidence for all of the three units identified above.

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 Certificate.

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 4 Certificate in Education and Training

Unit 1: Understanding Roles, Responsibilities and Relationships in Education and Training

Unit code: M/618/0458
RQF level: 3

Unit Aim

The aim of this unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals within education and training.

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 the teaching role and responsibilities in education and training.	1.1 Explain the teaching role and responsibilities in education and training.	Teaching/training cycle (identify needs, plan and design, deliver, facilitate, assess, evaluate) preparation and management of learning, assessment and record keeping, continuous professional development, professionalism, learner reviews, language, literacy, numeracy and ICT skill, liaison with other professionals, providing information, advice and guidance (IAG) and signposting, the maintenance of accurate and up-to-date records/ Documentation, enforcement of organisation policies and procedures, working with others, to communicate effectively
	1.2 Summarise aspects of legislation, regulatory requirements and codes of practice relating to their own role and responsibilities.	Current government legislation, Health and safety, equality and diversity, child protection, record keeping, professional and vocational standards, professional associations and bodies, awarding organisation requirements, organisation codes of practice professionalism, boundaries of teaching role.
	1.3 Explain ways to promote equality and value diversity.	Ground rules, entitlement, impact of legislation and policies on own learning

		and teaching including how to deal with prejudice/discrimination, differentiation, environment, resources, learning support, learning difficulties and disabilities. Recognising and promoting diversity, ground rules, classroom management, identifying individual learning needs, e.g. visual or auditory impairment, physical disability, language, specific learning difficulties and barriers to learning, promoting learning through different classroom layouts, organisational policies, safeguarding.
	1.4 Explain why it is important to identify and meet individual learner needs.	Learner-centred education and training, access, teaching and training cycle, screening, initial, diagnostic, recognising prior achievements, appropriate support, guidance formative assessment, individual learning plan (ILP), learning preferences, planning and negotiating goals and realistic target setting, learner reviews, language, literacy and numeracy, ICT skill, liaison with other professionals, information, advice and guidance (IAG) and signposting, motivation, differentiation, the promotion of equality and valuing diversity.
2. Understand ways to maintain a safe and supportive learning environment.	2.1 Explain ways to maintain a safe and supportive learning environment.	Safe physical environment, health and safety, risk assessment, how to promote learning through different structured classroom layouts, individual support, encouraging individual and pair working, group activities, negotiate ground rules organisational policies, safeguarding policies, record keeping.
	2.2 Explain why it is important to promote appropriate behaviour and respect for others.	Ground rules, classroom management, barriers to learning, recognising and promoting diversity, learners' responsibilities, e.g. student and group contracts, peer-working, inclusion
3. Understand the relationships between teachers and other professionals in education and training.	3.1 Explain how the teaching role involves working with other professionals.	Liaising with referral agencies and how you relate to other organisations, in your day-to-day work, collaboration in local and regional areas, limits of responsibility, team role, contributing

		to planning, researching provision, sharing assessment outcomes, communicating learner needs, identify and negotiating support for learners, contributing to internal quality assurance, summarise own responsibilities in relation to other professionals.
	3.2 Explain the boundaries between the teaching role and other professional roles.	Internal structures, lines of communication, team roles and responsibilities, management structures, professional boundaries policy and procedures, role of support agencies, learner referral/signposting, learner support, how you relate to other agencies, organisations in your day-to-day work, identified sources of learner support, professional codes of conduct and own responsibilities in relation to other professionals, Personal boundaries, skills, experience, time, resources, job description and limits of responsibility.
	3.3 Describe points of referral to meet the individual needs of learners.	Organisation administration, systems and procedures for Identify support needs of learners (screening, initial assessment, diagnostic assessment), identify sources of learner support and learning support, external agencies, specialist support, government agencies, wor- related, employers.

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.

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, 3.1, 3.2, and 3.3 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 Resources

Text

- Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)
- Gravells A - The Award in Education and Training (Further Education and Skills) (Learning Matters, 2014)
- Gravells A and Simpson S – -The Certificate in Education and Training (Learning Matters, 2014)
- Gravells A and Simpson S – *Planning and Enabling Learning in the Lifelong Learning Sector* (Learning Matters, 2010)
- 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)
- Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)
- Wiliam D – Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning) (Solution Tree Press, 2017)

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.crll.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 2: Delivering Education and Training

Unit code: R/618/2445

RQF level: 4

Unit Aim

The aim of his unit is to enable the learner to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice.

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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 inclusive teaching and learning approaches in accordance with internal and external requirements.	1.1 Create an inclusive teaching and learning environment.	Organisational policy and practice, classroom management, motivational theory , Learning environment (e.g. Maslow), structured, linked to learner needs, clear and shared goals, appropriate content, level of learner, time managed, effective group management, inclusive language, representation of cultural differences, avoiding stereotyping, accommodation for learners needs, range of support, specific learning difficulties and disabilities addressing individual learner needs, promoting positive attitudes to others.
	1.2 Embed an inclusive approach to teaching and learning in accordance with internal and external requirements.	Requirements : internal policy and practice, funding and regulatory body requirements, addressing needs of curriculum, learning preference, different teaching methods accommodate different learning methods, accommodate different learning preferences and different abilities or needs; including one-to-one, paired work, small group teaching, whole group teaching, subject specific knowledge, subject-specific skills, assessment needs lesson planning, differentiation, inclusion, development

		and progression, internal quality assurance.
	1.3 Analyse the effectiveness of teaching and learning approaches used in their own area of specialism in relation to meeting the individual needs of learners.	Ways to meet learner needs, learning preference, different teaching methods adapt different learning methods, accommodate different learning preferences and different abilities or needs, clear goals, engaging learners, range of learning styles, effectiveness of approaches, e.g. andragogical or learner centred, variety of resources, meeting assessment requirements, one-to-one, paired work, small-group and whole-group work, discussion, research tasks, project work, group work, pedagogical or teacher centred, e.g. lecture, demonstration, presentation.
2. Be able to communicate with learners and other learning professionals to promote learning and progression.	2.1 Use communication methods and media to meet individual learner needs.	Methods, Written, verbal and non-verbal communication, varied tone and pace in lecture, appropriate timing and duration, electronic, audio and social media, specialist support/aids and appropriate use of learning methods to accommodate different learning preferences and different abilities or needs, including one-to-one, involving others, paired work, small group teaching, whole group teaching, subject specialist knowledge, subject matter (technical language), lesson planning, differentiation, inclusion, mixed medium in presentation, internal policy and practice.
	2.2 Communicate with other learning professionals to meet individual learner needs and encourage progression.	Ways to work with others, teachers, course/programme team, mentors, learning support specialists, negotiate with colleagues on behalf of students, employer, work placement providers, employment agencies, potential apprenticeship provider, Progression eg further education or specialist providers, higher education providers written/verbal/non-verbal communication, range of media, representatives from external agencies.

	2.3 Analyse benefits and limitations of communication methods and media used in their own area of specialism.	Communication e.g. tutor talk, discussion, open and closed questioning, written, verbal and non-verbal, learners' levels and corresponding reading ages, capabilities of the learners, SMOG testing (McLaughlin formula/polysyllable count), range of media e.g. written materials, handout, poster, email, text, use of images, PowerPoint, ICT, VLE (virtual learning environment), audio and visual aids., DVD, internet, books, magazines, journals, engaging students, setting appropriate level, impact, quality of materials, relevance to learning. maintenance of accurate and up-to-date learning records, Individual Learning Plans (ILPs) and other reviews.
3. Be able to use technologies in delivering inclusive teaching and learning.	3.1 Use technologies to enhance teaching and meet individual learner needs.	Use of technologyto ; initial assessment, planning and designing learning and teaching, delivery of learning and teaching, assessment opportunities, review and monitoring of learner progression, copyright restrictions, strengths and limitations of teaching with technology e.g. interactive white board, materials online, shared spaces online, skype, zoom, Microsoft Teams Facebook, Twitter, using mobile phones, intranet to backup session, virtual learning environment (VLE).
	3.2 Analyse the benefits and limitations of technologies used in their own area of specialism.	Technological resources, strengths and limitations of computerised assessment, consideration of existing resources, individualised learning, materials accessible online, financial constraints and cost of developing/implementing new resources, reduces need for paper-based resources, availability of technology, cost, time and effort to keep up to date with changes in technology, overuse, need for appropriate skills for use, fit for purpose, health and safety implications.copyright restrictions, use of feedback from a range of suitable sources (e.g. learners, peers, managers),

		evaluation theory (e.g. Kirkpatrick), current thinking and debates concerning the use of ICT.
4. Be able to implement the minimum core elements when delivering inclusive teaching and learning.	4.1 Apply minimum core elements in delivering inclusive teaching and learning.	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), question and answer, group discussion, individual or group presentations, project work, research, data. linked or contextualised teaching (language, literacy, numeracy (LLN) reading, research, written assignments, projects, tests, report.linked to the vocational area using contextualised material), word or data processing, researching, presenting information, e-learning, use of intranet other forms of active collaboration between teachers to support learners progress towards vocational and LLN goals, signposting adult core curricula references, lesson planning.
	4.2 Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning.	Adult literacy core curriculum, adult numeracy core curriculum, adult ESOL core curriculum, lesson planning, different models of embedding core curricula (e.g. fully integrated, sandwich model), written, verbal and non-verbal communication, learners' levels and corresponding reading ages, capabilities of the learners, SMOG testing (McLaughlin formula/polysyllable count), Opportunities for evidence, relevant, integrated, meaningful, linked to learner needs, range of media (e.g. handout, instructions, manuals, written tasks, tests, poster, email, text, presentation, DVD, internet, books, magazines, journals), Language fit for audience, presentations, group work, discussion, questioning. use of feedback from a range of suitable sources (e.g. learners, peers, managers).

5. Be able to evaluate their own practice in delivering inclusive teaching and learning.	5.1 Review the effectiveness of their own practice in meeting the needs of individual learners, taking account of the views of learners and others.	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.
	5.2 Identify areas for improvement in their own practice in meeting the individual needs of learners.	Review of competence, action planning and setting goals and realistic targets for own occupational competence, updating occupational expertise skills and selfconfidence 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.

Assessment requirements

Training centres must ensure that all trainee teachers have the required access to a minimum of 30 hours of teaching practice whilst undertaking this qualification. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve this unit. A journal must be kept to demonstrate practice has been achieved.

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, 2.3, 3.2, 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 4 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, 2.2, 3.1,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 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 **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 trainee teachers' 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 Resources

Text

- Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)

- Gravells A and Simpson S – *Planning and Enabling Learning in the Lifelong Learning Sector* (Learning Matters, 2010)

- Gravells A and Simpson S – -The Certificate in Education and Training (Learning Matters, 2014)

- Powell S and Tummons J – Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition (Learning Matters, 2011)

- Petty G – Teaching Today: A Practical Guide (Oxford University Press, 2014)

- Roffey-Barentsen J and Malthouse R – *Reflective Practice in Education and Training (Achieving Qtls) (Achieving QTLS Series)* (Learning Matters, 2013

- 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.crll.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.iboard.co.uk Interactive activities

- 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.teachers-direct.co.uk Resources for interactive quizzes

- www.tes.co.uk TES teaching resource ideas

Unit 3: Using Resources for Education and Training

Unit code: Y/618/2446
RQF level: 4

Unit Aim

The aim of this unit is to enable the learner to use resources in the delivery of inclusive teaching and learning and to be able to evaluate that use. The learner will cover the expectations in relation to the minimum core and to using resources for inclusive teaching and learning.

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 resources in the delivery of inclusive teaching and learning.	1.1 Use resources to promote equality, value diversity and meet the individual needs of learners.	Matching student needs and capabilities , appropriate to skills or knowledge, accessible, range of language, availability of resources, financial constraints, strengths and limitations of different formats and specific resources, appropriate use of imagery appropriateness of resources to suit different learning and teaching methods.
	1.2 Adapt resources to meet the individual needs of learners.	Copyright issues, the concept of the safe learner (including identifying own health and safety responsibilities, identification of prohibitions and restrictions, data protection legislation), organisational policies and practices (e.g. equality and diversity - stereotyping, discrimination), equality legislation, impact of legislation on own practice, inclusive communication, learning preference (e.g. VARK - visual, auditory, reading, kinaesthetic), SMOG (McLaughlin formal/polysyllable count), 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, models to overcome language aspect of learning, appropriate equipment to

		allow for hands-on , barriers to adaptations available, capabilities of the developer.
	1.3 Analyse the effectiveness of resources used in their own area of specialism in relation to meeting the individual needs of learners.	Barriers to learning, minimising potential barriers to ensure curricula are accessible to all, immediate impact, supporting and reinforcing learning, consideration of existing resources, needs of the learners in relation to the resources (e.g. level of complexity), use of images, different formats available (e.g. paper-based, IT-based, practical objects), strengths and limitations of different formats and specific resources, adapted for blended and flexible learning approaches equality and diversity legislation, learning preferences, representation of cultural difference, varying approaches to suit learning, avoiding stereotyping, nature of specific learning difficulties and disabilities, learners' levels and corresponding reading ages, SMOG (McLaughlin formal/polysyllable count), capabilities of learners.
2. Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning.	2.1 Apply minimum core elements when using resources for inclusive teaching and learning.	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), question and answer, group discussion, individual or group presentations, project work, research, data. linked or contextualised teaching (language, literacy, numeracy (LLN) reading, research, written assignments, projects, tests, report.linked to the vocational area using contextualised material), word or data processing, researching, presenting information, e-learning, use of intranet other forms of active collaboration between teachers to support learners progress towards vocational and LLN goals, signposting

		adult core curricula references, lesson planning.
	2.2 Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning.	Adult literacy core curriculum, adult numeracy core curriculum, adult ESOL core curriculum, lesson planning, different models of embedding core curricula (e.g. fully integrated, sandwich model), written, verbal and non-verbal communication, learners' levels and corresponding reading ages, capabilities of the learners, SMOG testing (McLaughlin formula/polysyllable count), Opportunities for evidence, relevant, integrated, meaningful, linked to learner needs, range of media (e.g. handout, instructions, manuals, written tasks, tests, poster, email, text, presentation, DVD, internet, books, magazines, journals), Language fit for audience, presentations, group work, discussion, questioning. use of feedback from a range of suitable sources (e.g. learners, peers, managers).
3. Be able to evaluate their own use of resources in the delivery of inclusive teaching and learning.	3.1 Analyse the effectiveness of their own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others.	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.
	3.2 Identify areas for improvement in their own use of resources to meet the individual needs of learners.	Review of competence, action planning and setting goals and realistic targets for own occupational competence, updating occupational expertise skills and selfconfidence 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.

Assessment requirements

Training centres must ensure that all trainee teachers have the required access to a minimum of 30 hours of teaching practice whilst undertaking this qualification. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve this 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 1.3, 2.3, 3.1and 3.2 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 4 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.

Delivery and Assessment Guidance

The assessment of competence outcomes 1.1, 1.2, and 2.1 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

Trainee teachers 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 that 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 trainee teachers' 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 Resources

Texts

- Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010) #

- Eastwood L — *A Toolkit for Creative Teaching in Post-Compulsory Education*, *1st Edition* (Open

    University Press, 2009)

- Gravells A and Simpson S – -The Certificate in Education and Training (Learning Matters, 2014)

- Petty G – Teaching Today: A Practical Guide (Oxford University Press, 2014)

- Rogers J – *Adults Learning*, *4th Edition* (Open University Press, 2007)

- Scales P — *Teaching in the Lifelong Learning Sector*, *2nd Edition* (Open University Press 2012)

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.beis.gov.uk – Department for Business, Energy & Industrial Strategy Innovation and Skills
- www.businessballs.com Educational resources
- www.excellencegateway.org.uk – Learning and Skills Improvement Service (LSIS)
- www.geoffpetty.com Geoff Petty online teaching resources
- www.iboard.co.uk Interactive activities
- www.ifl.ac.uk – Institute for Learning
- www.niace.org.uk – The National Institute of Adult Continuing Education
- www.puzzlemaker.discovery Word-search maker education.com
- www.readabilityformulas.com Smog readability formula
- www.skillsfundingagency.bis.gov.uk Skills Funding Agency (SFA)
- www.teachers-direct.co.uk Resources for interactive quizzes
- www.tes.co.uk TES teaching resource ideas
- www.vital.ac.uk Open University and Department for Education Professional Development

Unit 4: Assessing Learners in Education and Training

Unit code: D/618/2447

RQF level: 4

Unit Aim

The aim of this unit is to enable the learner to use different types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate your own assessment 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 types and methods of assessment to meet the needs of individual learners.	1.1 Use types and methods of assessment to meet the individual needs of learners.	Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for written assignments, case studies, tests, multiple choice questions, gapped handouts, worksheets, practicals, observation, witness testimony, quiz, discussion record, video recording, group work and of their learning. Peer assessment, self-assessment, action planning, SMART targets (specific, measurable, achievable, relevant, timely), negotiation skills, strengths and limitations of peer group assessment, strengths and limitations of self-assessment, learner autonomy.
	1.2 Use peer and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning.	Questioning techniques, written, verbal and non-verbal communication, inclusive language, effective feedback, coverage including, collaborative activities, checking and correcting learning in peer teaching, peer marking of written work/tests, peer observation and feedback, pair or group assessment activity, 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, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted with development plans outlined.
	1.3 Use questioning and feedback to contribute to the assessment process.	Different forms of assessment (self, peer, ipsative, criterion referenced, normative referenced, assessment of learning, assessment as learning, assessment for learning), different stages of assessment (screening, initial, diagnostic, formative, summative), different methods of assessment (e.g. computerised, group work, practical, presentations, questions and answer, open and closed questions, checking understanding, encouraging students' questions, negotiation, formal questioning against criteria, role play, witness testimony), formal and informal assessment, validity, reliability, adaptation of assessment arrangements to meet the needs of individual learners.
	1.4 Explain the purposes of types of assessment used in education and training.	Awarding organisation and regulatory requirements, , vocational standards, different forms of assessment (self, peer, ipsative, criterion referenced, normative referenced, assessment of learning, assessment as learning, assessment for learning), different stages of assessment (screening, initial, diagnostic, formative, summative), setting short term or long-term goals different methods of assessment (e.g. computerised, group work, practical, presentations, questions and answer, role play, witness testimony), formative or summative , validity, reliability, adaptation of assessment arrangements to meet the needs of individual learners.

	1.5 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners.	Awarding organisation and regulatory requirements, assessment criteria and standards, assessment opportunities, strengths and limitations of assessment methods; including observation of performance, skills tests, written evidence (i.e. projects, assignments, independent papers and journals), oral and written questioning, case studies, simulation, witness testimony, learner statements and recognition of prior learning, flexibility of internally set and marked assessment opportunities for assessment relevant to standards, appropriate level and content, reflecting specific needs fairness relevant to opportunities for achievement of outcomes, value of a holistic approach.
2. Be able to carry out assessments in accordance with internal and external requirements.	2.1 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current.	Different forms of assessment, current, valid, reliable, suffucuent, authentic (self, peer, ipsative, criterion referenced, normative referenced, assessment of learning, assessment as learning, assessment for learning), different stages of assessment (screening, initial, diagnostic, formative), summative assessment methods including observation of performance, skills tests, written evidence (i.e. projects, assignments, independent papers and journals), oral and written questioning, case studies, simulation, witness testimony, learner statements and recognition of prior learning, opportunities relevant to standards, fairness relevant to opportunities for achievement of outcomes, value of a holistic approach.
	2.2 Conduct assessments in line with internal and external requirements.	Accurate and detailed records providing detail of activities /occurrences, correct interpretation of qualification, maintaining records

		range of assessment methods documented, action plans/personal development plans, completed assessment logbooks/proformas, records of oral questioning and written assessment, monitoring of progress, ensuring adherence to policies and procedures, alignment with centre and awarding organisation policies, legal requirements for records.
	2.3 Communicate assessment information to other professionals with an interest in learner achievement.	Awarding organisation requirements, regulatory and funding organisation requirements, internal organisational policy and practice, accuracy, legibility, written communication, methods of communication (e.g. memo, email, poster, notice board, publication). nformation, e.g. student achievement, support needs, programme performance, benchmarking, to inform quality assurance, local or national performance tables. □ Other professionals, e.g. colleagues or subject team, learning support, those responsible for registration and certification, internal quality assurance, employers, inspection agencies, awarding bodies, training providers.
	2.4 Identify the internal and external assessment requirements and related procedures of learning programmes.	Awarding organisation requirements, policies and procedures, appropriate to standard or level, appropriate context, internal verification or moderation in relation to the learning programme evidence requirements, adaptation of assessment arrangements to meet the needs of individual learners, legislation impacting upon assessment (Data Protection Act, Freedom of Information Act, Equality Act, Health and Safety Act, organisational policy and practice), different types of assessment, screening, initial, diagnostic, formative, summative.

	2.5 Record the outcomes of assessments to meet internal and external requirements.	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.
3. Be able to implement the minimum core when assessing learners.	3.1 Apply minimum core elements in assessing learners.	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.
	3.2 Analyse ways in which minimum core elements can be demonstrated in assessing learners.	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).
4. Be able to evaluate their own assessment practice.	4.1 Analyse the effectiveness of their own assessment practice, taking account of the views of learners and others.	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
	4.2 Identify areas for improvement in their own assessment practice.	Review of competence, action planning and setting goals and realistic targets for own occupational competence, updating occupational expertise skills and selfconfidence 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.

Assessment requirements

Training centres must ensure that all trainee teachers have the required access to a minimum of 30 hours of teaching practice whilst undertaking this qualification. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve this 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 1.4, 1.5, 2.4, 2.5, 3.2, 4.1 and 4.2 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 4 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, 1.3 , 2.1, 2.2, 2.3, and 3.1 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

Trainee teachers 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 teachers 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 Resources

Text

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- Eastwood L — *A Toolkit for Creative Teaching in Post-Compulsory Education*, *1st Edition* (Open

  University Press, 2009)

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- Rogers J – *Adults Learning*, *4th Edition* (Open University Press, 2007)

- Scales P — *Teaching in the Lifelong Learning Sector*, *2nd Edition* (Open University Press 2012)

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.beis.gov.uk – Department for Business, Energy & Industrial Strategy Innovation and Skills
- www.businessballs.com Educational resources
- www.crll.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.iboard.co.uk Interactive activities
- www.ifl.ac.uk – Institute for Learning
- www.niace.org.uk – The National Institute of Adult Continuing Education
- www.puzzlemaker.discovery Word-search maker education.com
- www.readabilityformulas.com Smog readability formula
- www.skillsfundingagency.bis.gov.uk Skills Funding Agency (SFA)

- www.teachers-direct.co.uk Resources for interactive quizzes
- www.tes.co.uk TES teaching resource ideas
- www.vital.ac.uk Open University and Department for Education Professional Development Programme and resources

Unit 5: Managing 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, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning.

The unit will also involve learning 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 (Practical/Knowledge) 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.
	1.2 Evaluate strategies to manage group behaviour and dynamics.	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 unco-operative members.
	1.3 Evaluate management techniques which facilitate the delivery of learning and development in groups.	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.
	1.4 Analyse ways to involve learners in the management of their own learning and development in groups.	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.

	1.5 Analyse the risks to be considered when managing learning and development in groups.	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.
	1.6 Explain how to manage barriers to individual learning in groups.	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.

2 Be able to manage group learning and development environments.	2.1 Facilitate communication, collaboration and learning between group members.	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.
	2.2 Use motivational methods to engage the group and its individual members in the learning and development process.	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.
	2.3 Consult group members to adapt their learning and development	Teaching and learning preferences, written, verbal and non-verbal communication skills,

		environments to improve their learning outcomes.	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.
	2.4 Manage the risks associated with group learning and development.	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.	
3 Be able to apply methodologies to manage learning and development in groups.	3.1 Involve learners in agreeing group learning and development objectives.	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.
	3.2 Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group.	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).
	3.3 Manage group learning strategies and delivery methods to reflect changing requirements.	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.
	3.4 Provide individual advice to learners to assist their decision making about future learning needs.	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).
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 30 hours of teaching practice whilst undertaking this qualification. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve this 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, 1.4, 1.5 and1.6. 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 4 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)
- Grifith 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 (Routeledge, 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 l 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.crll.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 6: Planning to Meet the Needs of Learners in Education and Training

Unit code: K/618/2449
RQF level: 4

Unit Aim

The aim of this unit is to enable the learner to agree individual learning goals with your learners, to plan inclusive learning and teaching approaches in accordance with internal processes and external requirements and to evaluate your own practice in planning teaching and learning.

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 negotiate and 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 and non-verbal communication, inclusive language, adapting assessment arrangements to meet the needs of individual learners.
	1.2 Record learners' individual learning goals.	Negotiation skills, written, verbal, non-verbal communication, organisational policy and practice, learner involvement, action planning, SMART targets (specific, measurable, achievable, relevant, timely), complete and update Individual Learner Plans (ILPs).
	1.3 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals.	Purpose of initial assessment (e.g. identify barriers to learning, learning preferences, prior experience, recognition of prior learning (RPL), aspirations, current levels of qualification aptitude), purpose of diagnostic assessment (identify learning needs), organisational policy and practice, negotiation skills, SMART targets (specific, measurable, achievable, relevant, timely), learner

		involvement, action planning, written, verbal and non-verbal communication.
2. Be able to implement the minimum core in planning inclusive teaching and learning.	2.1 Apply minimum core elements in planning inclusive teaching and learning.	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 (language, literacy, 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 planning.
	2.2 Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning.	Adult literacy core curriculum, adult numeracy core curriculum, adult ESOL core curriculum, lesson planning, different models of embedding core curricula (e.g. fully integrated, sandwich model), written, verbal and non-verbal communication, learners' levels and corresponding reading ages, capabilities of learners, SMOG testing (McLaughlin formula/polysyllable count), different resources available (e.g. handout, poster, presentation, DVD, internet. books, magazines, journals), evaluation theory (e.g. Kirkpatrick, Brookfield), use of feedback from a range of suitable sources (e.g. staff, peers, learners).
3. Be able to plan inclusive teaching and learning in accordance with internal and external requirements.	3.1 Devise a scheme of work in accordance with internal and external requirements.	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, 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, internal quality assurance, external quality assurance, requirements of funding and regulatory bodies, curriculum ideology (academic, liberal, progressive, democratic, instrumental).
	3.2 Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements.	Lesson plans, aims and objectives, differentiation, 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, minimising potential barriers to ensure curricula are accessible to all, assessment embedding adult core curriculum, learning preferences, strengths and limitations of specific resources, legislation impacting upon practice.
	3.3 Explain how their own planning meets the individual needs of learners.	Learning preferences, inclusion, differentiation, written and verbal communication, scheme of work, lesson plans, aims and objectives, subject specialist knowledge, di 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 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, strands of diversity, application of policy and procedures, consideration of learners' needs, awarding organisation requirements,

		models of reflection (e.g. Gibbs, Brookfield's lenses).
	3.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners.	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, learning, numeracy) and ICT, 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.
	3.5 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), self-reflection, active listening, evaluation theory, formal and informal feedback.
4. Be able to evaluate their own practice when planning inclusive teaching and learning.	4.1 Review the effectiveness of their own practice when planning to meet the individual needs of learners, taking account of the views of learners and others.	Self-reflective practice, use of feedback from a range of suitable sources (e.g. learners, peers, awarding organisations), meetings and sharing of good practice, models of reflection (e.g. Gibbs, Brookfield, Atkins and Murphy).
	4.2 Identify areas for improvement in their own planning to meet the individual needs of learners.	Self-reflective practice, use of feedback from a range of suitable sources (e.g. learners, peers, awarding organisations), meetings and sharing of good practice, action planning, SMART targets (specific, measurable, achievable, relevant, timely).

Assessment requirements

Training centres must ensure that all trainee teachers have the required access to a minimum of 30 hours of teaching practice whilst undertaking this qualification. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve this unit.

Delivery and Assessment Guidance

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, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1 and 4.2 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 4 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 and 2.1 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

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).

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

Assessment observations will be recorded and will confirm that 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 Resources

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

Unit 7: 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 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.
	1.2 Analyse the benefits of promoting equality and diversity for individual learners.	Benefits (enhanced cultural diversity, notion of global village empowerment, increased involvement in a multi-cultural 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.
	1.3 Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity.	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.
2 Understand the importance of promoting equality and valuing diversity in lifelong learning.	2.1 Analyse the way in which the promotion of equality and diversity can protect learners from risk of harm.	Equality and Human Rights Commission, DBS checks, legislation (equality), organisational policies (E&D policy, anti-bullying policy, anti-harassment 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.
	2.2 Explain the actions that can be taken to value individual learners.	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).
	2.3 Explain good practice in providing individual learners with information.	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.
3 Be able to promote equality and value diversity.	3.1 Use communication strategies to promote equality and diversity.	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.
	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.	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.
	3.3 Explain how working with other agencies can promote diversity.	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.
4 Understand how to help others in the promotion of equality and valuing of diversity.	4.1 Describe actions by individuals which can undermine equality and diversity.	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.
	4.2 Recommend modifications to systems and structures which do not promote equality and diversity.	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.
5 Be able to review their own contribution to promoting equality and valuing diversity in lifelong learning.	5.1 Analyse their own strengths in promoting equality and valuing diversity.	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.
	5.2 Evaluate the impact of their own practice in promoting equality and valuing diversity.	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.
	5.3 Identify areas for further personal development in promoting equality and valuing diversity.	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.

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 4 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)
- Gravells A and Simpson S – -The Certificate in Education and Training ((Learning Matters, 2014)
- Gravells A and Simpson S – -Equality and Diversity in the Lifelong Learning Sector (Further Education and Skills) 2nd edition (Learning Matters, 2012)
- Grifith 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 (Routeledge, 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 l 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

Unit 8: Assessing Occupational Competence in the Work Environment

Unit code: M/618/0282
RQF level: 3

Unit Aim

The aim of this unit is to develop the learner's performance to carry out assessments of occupational competence in a work environment.

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 assessment of occupational competence.	1.1 Communicate the purpose, requirements and processes of assessing occupational competence to the learner.	Coverage of assessment including purpose, requirements and process, assessment plan, specific criteria learners will be assessed against, timing, venue, methods, expected outcomes, opportunities for feedback, benefits of assessment, appeals procedure; requirements of the student, e.g. preparation, specific needs, activity, evidence required, the use of communication and interpersonal skills including clarity, tone and pace of voice, body language, eye contact, sensitivity, positive approach, use of visual aids and other media.
	1.2 Plan the assessment of occupational competence based on the following methods: • observation of performance in the work environment • examining products of work questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning	Plan assessment in line with standards/criteria against which they will be assessed, awarding organisation requirements, occupational standards, other specific requirements, identify assessment opportunities, plan time and venue, agree assessment plan with learner using a variety of assessment methods including observation of performance, products of work, 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 assessment.
	1.3 Plan the assessment of occupational competence to	Initial assessment of learners needs, learning, training needs analysis, recognising current level of knowledge, understanding, skills and

	address learner needs and current achievements.	experiences, performance indicators, skills tests, employer review, aligned with regulations and good practice requirements, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, negotiating learning, e.g. targets, goals motivation, engagement, involvement, individual responsibility; involvement with others, e.g. organisation, colleagues, employers, peers, witnesses, recognition of prior learning, communication with relevant parties.
	1.4 Identify opportunities for holistic assessment.	Amalgamation of knowledge and understanding outcomes with practical outcomes including range statements and variety of activities, opportunities to incorporate naturally occurring evidence and appropriate assessment opportunities, natural progression from one outcome to another in a work environment.
2. Be able to make assessment decisions about occupational competence.	2.1 Use valid, fair and reliable assessment methods including: • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning	Assessment methods, observation of performance and examining products of work, questioning the learner, discussing with the learner and use of others (witness testimony), looking at learner statements, recognised prior learning, ensuring validity relevant to occupational standards, measures of achievement e.g. performance criteria, assessment criteria; fairness relevant to opportunities for achievement of outcomes and ranges, value of a holistic approach, authenticity and sufficiency of evidence gathered, reliability relevant to standardisation procedures, mark sheets, record cards, sampling and verification, replication of assessment tasks under identical/similar conditions/context. practical limitations, e.g. numbers involved, range, opportunity, time constraints, resources, staffing.
	2.2 Make assessment decisions of occupational competence against the specified criteria.	Assessment decisions against specified criteria, rationale and justification to be provided for assessment decisions, evidence is coherent, accessible, realistic, relevant, can be identified as attributed to the student, achieved within time constraints, decisions are coherent,

		realistic, accessible and relevant, decisions show clearly that occupational competence has or has not been achieved, justifiable reasons are recorded fully.
	2.3 Follow standardisation procedures.	In accordance with centre and awarding organisation policies and occupational standards, standardisation of assessment methods, paperwork, recording, collaboration/agreement of learner feedback, standardisation meetings, observations of practice, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.
	2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression.	Feedback including affirmation of achievement or identification of further work required by learner, assessment and progression, use of communication and interpersonal skills approach, involving the learner actively in the feedback, including sensitive and empathetic approach, avoiding personal issues or bias, use of feedback, PCP (praise, criticism, praise), effective use of body language and voice, positive, constructive and supportive feedback approach, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted, with development plans outlined.
3. Be able to provide required information following the assessment of occupational competence.	3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress.	Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, regular progress checks, goals, checking targets at appropriate intervals. completed assessment record, assessment pro-formas, records of oral questioning and written assessment, tracking and logging documents, action plans, alignment with centre and awarding organisation policies, legislative requirements for records.
	3.2 Make assessment information available to authorised colleagues.	Identifying appropriate colleagues including internal and external verifiers, cross-programmes, organisation, employers, accessibility of information, different approaches including team meetings, assessment and standardisation meetings, electronic and hard formats, assessment and standardisation meetings and sampling.

	3.3 Follow procedures to maintain the confidentiality of assessment information.	Suitable, secure environment for providing learner feedback, safeguarding and security recording storage of information, organisational procedures, data protection, legislative requirements for paper-based records, electronic.
4. Be able to maintain legal and good practice requirements when assessing occupational competence.	4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare.	Regulatory bodies including Ofqual, SQA, DfES, CCEA sector Skills Councils, Institute for Learning (IFL) and awarding organisations, legislation including health and safety, and equality and diversity, procedures including, first aid and emergency procedures, risk assessment, accident reporting procedures, hygiene and duty of care, safeguarding students during assessment, organisational including standardisation/moderation of assessment; qualifications and occupational competence of assessors, professional updating, CPD requirements.
	4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence.	In line with relevant legislation, codes of practice, employment regulations and policies, requirements of awarding organisations, employment regulations and policies, promoting equality and diversity including bilingualism when appropriate, flexibility approach to planning, implementation, and quality assurance of assessment provision of additional resources and recognising additional support needs, alternative approaches.
	4.3 Evaluate their own work in carrying out assessments of occupational competence.	Self-assessment on carrying out assessment, understanding of current occupational and awarding organisation standards, use of outcome measures including feedback from learners and colleagues, observation reports, appraisal and achievement of goals/targets, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning, identification of strengths and weaknesses, monitoring and modifications, confidence, updating knowledge and occupational expertise, skills and self-developing technologies,
	4.4 Maintain the currency of their own expertise and	Maintaining currency by reviewing own competence, action planning, setting goals and

	competence as relevant to their own role in assessing occupational competence.	realistic targets for own occupational competence, modification to assessment plans and practice, evidence-based research and use of new technology, personal development planning, continuing professional development.

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.

The assessment of knowledge outcomes 3.3, 4.2, 4.3, 4.4 and 4.4 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, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2 and 4.1 will be in the form of assessment of learners in a workplace / training environment.

Trainee assessors will be observed with 2 different learners, one new to learning one more experienced carrying out assessments of observation of performance in the work / training environment, examining products of work and questioning the learner.

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.

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

Evidence and ranges criteria to be covered for assessment

There must be evidence of the trainee assessor carrying out at least 2 assessments of 2 learners' occupational competence (4 assessments in total).

There must be evidence to cover all of the assessment methods listed in the unit.

As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner.

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning.

Preparation of a minimum of three (3) assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning of learners
- discussing with learners
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

Use a minimum of three (3) assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning of learners
- discussing with learners
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

Learners with a minimum of one (1) specific need:

- physical needs
- literacy difficulties
- language differences

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

Suggested Resources

- Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills) by Ann Gravells Feb 2016
- Achieving your Assessment and Quality Assurance Units (TAQA) (Further Education and Skills)- by Ann Gravells Jan 2014
- The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019

Unit 9: Assessing Vocational Skills, Knowledge and Understanding

Unit code: T/618/0283

RQF level: 3

Unit Aim

The aim of this unit is to develop the learner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment.

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. Be able to prepare assessments of vocational skills, knowledge and understanding.	1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning	Identifying your students' needs, e.g. recognising prior learning, current level of skills, knowledge, understanding, specific learning, assessment needs, Recognise assessment opportunities, plan time and venue, agree assessment plan with learner using a variety of assessment methods including observation of performance, skills tests, written evidence (i.e. projects, assignments, independent papers and journals), oral and written questioning, case studies, simulation, witness testimony, learner statements and recognised prior learning, range opportunities, agree process of assessment.
	1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding.	To be aligned with regulations and good practice requirements, environment, room, simulated environment, virtual learning environment, assessment materials and tools e.g. paper based or online tests, assignment brief, practical online materials required for projects, case studies , initial assessment of learners, tailoring conditions/resources based on initial assessment, reasonable adjustments and special considerations, specific conditions in relation to time,

		resources, technology and work environment, recognition of prior learning.
	1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners.	Awarding organisation and regulatory requirements, assessment criteria and standards, assessment opportunities, assessment plan, specific criteria learners will be assessed against, timing, venue, methods, expected outcomes, opportunities for feedback, benefits of assessment, appeals procedure; requirements of the student, e.g. preparation, specific needs, activity, evidence required, the use of communication and interpersonal skills including clarity of voice, tone and pace of voice, body language, eye contact, sensitivity, positive approach, use of visual aids and other media (if required), standardisation, expected outcomes, appropriateness of feedback in terms of level of criteria and standards.
2. Be able to carry out assessments of vocational skills, knowledge and understanding.	2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements.	To be aligned with awarding organisation requirements, regulatory bodies, National Occupational Standards, Sector Skills Council, preparation of assessment plan, identification of assessment opportunities e.g. timing and conducting of assessments, naturally occurring evidence, individuals or groups. agreement of plan with learner, establish specific learner needs, specific considerations in relation to time, resources, technology and work environment, observation of assessment using variety of methods such as performance, and examining products of work, questioning the learner, discussing with the learner, use of others (witness testimony), looking at learner statements, recognised prior learning, range opportunities, constructive and supportive feedback on assessment decisions related to criteria and standards, learner to be actively involved, achievements and

		opportunities for improvement to be highlighted with development plans outlined.
	2.2 Provide support to learners within agreed limitations.	Identify appropriate levels of support including initial learner assessment that identifies requirements such as literacy support, visual, auditory, physical, language barriers (including bilingualism), support mechanisms identified such as scribe, translator, reader, specialist equipment including use of new technology, practical equipment, clarification of assessment activities, negotiating deadlines, different approaches for assessment, resources fit for purpose, timing adjustments, understanding of reasonable adjustments and special considerations allowed for assessment.
	2.3 Analyse evidence of learner achievement.	In accordance with regulatory, awarding organisation and centre requirements provide rationale and justification for assessment decisions, credibility and compatibility with standards and criteria, ensure that evidence is coherent, realistic, accessible and relevant, Compatibility with assessment, learning programme, e.g. vocational and awarding organisation standards and required learning outcomes, adhere to college and/or industry, awarding body and government requirements.
	2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria.	Identify evidence of competence that is appropriate and identified against specified criteria for practical skills and knowledge requirements, decisions based on evidence that is valid, sufficient and authentic, reliable and can be repeated or learning transferred, identify areas where competence has not been achieved, be able to justify decisions and explain them to peers and learners, record assessment results and determine action to be taken to improve achievement.
	2.5 Follow standardisation procedures.	In accordance with centre and awarding organisation policies and occupational

		standards, standardisation of assessment methods, paperwork, recording, collaboration/agreement of learner feedback, standardisation meetings, observations of practice, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.
	2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression.	Feedback including affirmation of achievement or identification of further work required by learner, assessment and progression, use of communication and interpersonal skills approach, involving the learner actively in the feedback, including sensitive and empathetic approach, avoiding personal issues or bias, use of feedback, PCP (praise, criticism, praise), effective use of body language and voice, positive, constructive and supportive feedback approach, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted, with development plans outlined.
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding.	3.1. Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress.	Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, regular progress checks, goals, checking targets at appropriate intervals. completed assessment record, assessment pro-formas, records of oral questioning and written assessment, tracking and logging documents, action plans, alignment with centre and awarding organisation policies, legislative requirements for records.
	3.2 Make assessment information available to authorised colleagues as required.	Identifying appropriate colleagues including internal and external verifiers, cross-programmes, organisation, employers, accessibility of information, different approaches including team meetings, assessment and standardisation meetings, electronic and hard formats, assessment and standardisation meetings and sampling.

	3.3 Follow procedures to maintain the confidentiality of assessment information.	Suitable, secure environment for providing learner feedback, safeguarding and security recording storage of information, organisational procedures, data protection, legislative requirements for paper-based records, electronic.
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding.	4.1 Follow policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare.	Regulatory bodies including Ofqual, SQA, DfES, CCEA sector Skills Councils, Institute for Learning (IFL) and awarding organisations, legislation including health and safety, and equality and diversity, procedures including, first aid and emergency procedures, risk assessment, accident reporting procedures, hygiene and duty of care, safeguarding students during assessment, organisational including standardisation/moderation of assessment; qualifications and occupational competence of assessors, professional updating, CPD requirements.
	4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism.	In line with relevant legislation, codes of practice, employment regulations and policies, requirements of awarding organisations, employment regulations and policies, promoting equality and diversity including bilingualism when appropriate, flexibility approach to planning, implementation, and quality assurance of assessment provision of additional resources and recognising additional support needs, alternative approaches.
	4.3 Evaluate their own work in carrying out assessments of vocational skills, knowledge and understanding.	Self-assessment on carrying out assessment, understanding of current occupational and awarding organisation standards, use of outcome measures including feedback from learners and colleagues, observation reports, appraisal and achievement of goals/targets, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning, identification of strengths and weaknesses, monitoring and modifications, confidence, updating knowledge and occupational expertise, skills and self-developing technologies.

	4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.	Maintaining currency by reviewing own competence, action planning, setting goals and realistic targets for own occupational competence, modification to assessment plans and practice, evidence-based research and use of new technology, personal development planning, continuing professional development.

Delivery and Assessment Guidance

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

All assessment practice will be conducted in an approved vocational training environment. All assessment competence will be assessed using methods appropriate for the assessment of Vocational skills, knowledge and understanding.

The assessment of knowledge outcomes 4.3 and 4.4 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, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3,4.1 and 4.2 will be in the form of assessment of learners in a vocational training environment.

Trainee assessors will be observed with 2 different learners, one new to learning one more experienced carrying out assessments of observation of performance in the vocational training environment, examining products of work and questioning the learner.

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.

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

Evidence and ranges criteria to be covered for assessment

There must be evidence of the trainee assessor carrying out at least 2 assessments of 2 learners' occupational competence (4 assessments in total).

There must be evidence to cover all of the assessment methods listed in the unit.

As a minimum, there must be performance evidence for the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning.

Preparation of a minimum of three (3) assessment methods:

- assessments of learners in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

Use a minimum of three (3) assessment methods:

- assessments of learners in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

Learners with a minimum of one (1) specific need:

- physical needs
- literacy difficulties
- language differences

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

Suggested Resources

- Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills) by Ann Gravells Feb 2016
- Achieving your Assessment and Quality Assurance Units (TAQA) (Further Education and Skills)- by Ann Gravells Jan 2014
- The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019

Unit 10: Internally Assure the Quality of Assessment

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 (Practical/Knowledge) 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.
	1.2 Make arrangements for internal monitoring activities to assure quality.	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.
2. Be able to evaluate the internal quality of assessment.	2.1 Carry out internal monitoring activities to quality requirements.	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
	2.2 Evaluate assessor expertise and competence in relation to the requirements of their role.	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.
	2.3 Evaluate the planning and preparation of assessment processes.	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.

	2.4 Determine whether assessment methods are safe, fair, valid and reliable.	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).
	2.5 Determine whether assessment decisions are made using the specified criteria.	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.
	2.6 Ensure the consistency of assessor decisions	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.
3. Be able to maintain and improve the quality of internal assessment.	3.1 Provide assessors with feedback, advice and support, including professional development opportunities which help them to maintain and improve the quality of assessment.	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
	3.2 Adhere to procedures to 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 monitoring and maintaining the quality of internal assessment.	5.1 Apply 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.
	5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance.	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.
	5.3 Analyse their own practice in internally assuring the quality of assessment.	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
	5.4 Maintain the currency of their own expertise and competence in assuring the quality of assessment internally.	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.

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
- Eeidence 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

Unit 11: Understanding the Principles and Practices of 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 (Practical/Knowledge) 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

		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.
	1.3 Explain the roles of practitioners involved in the internal and external quality assurance process.	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.
	1.4 Explain the regulations and requirements for internal quality assurance in their own area of practice.	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.
2. Understand how to plan the internal quality assurance of assessment.	2.1 Evaluate the importance of planning and preparing internal quality assurance activities.	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.
	2.2 Explain what an internal quality assurance plan should contain.	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.
	2.3 Summarise the preparations that need to be made for internal quality assurance, including: • information collection • communications • administrative arrangements • resources	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.
3. Understand techniques and criteria for monitoring the quality of assessment internally.	3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology.	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.
	3.2 Explain the criteria to be used for judging the quality of the assessment process.	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
4. Understand how to maintain and improve the quality of internal assessment.	4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment.	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.
	4.2 Explain standardisation requirements in relation to assessment.	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.
	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 requirements for 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/pro-formas, 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.
	6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment.	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.
	6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance.	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.
	6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment.	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.

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

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