



## TQUK Level 4 Certificate in Education and Training (RQF)

Qualification Specification

Qualification Number: 601/2136/1





## Introduction

### Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website [www.tquk.org](http://www.tquk.org)

Qualification specifications can be found also be found on our website [www.tquk.org](http://www.tquk.org)

Please check the website regularly to ensure that you are using the most up to date version. If you have any further questions, please contact TQUK.

### Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

### Introduction to the Qualification

The TQUK Level 4 Certificate in Education and Training (RQF) is regulated by Ofqual.

The TQUK Level 4 Certificate in Education and Training prepares trainee teachers to teach in a wide range of contexts.

This qualification can meet the needs of arrange of trainee teachers, including:

- individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements of the qualification;
- individuals who are currently teaching and training (including those who have just begun teaching and training) who can meet the practice requirements, including the observed and assessed practice requirements of the qualification;

- individuals currently working as assessors who wish to achieve a teaching qualification.

Learners must be willing to undertake an initial assessment of their skills in English, Mathematics and ICT, record their development needs, and follow an action plan. Some units from the Learning and Development suite may be achieved within this qualification. These units require that practice be assessed in the trainee teacher's place of work. Further details can be found in the 'structure of the qualification' section.

## Qualification Purpose

This qualification is suitable for individuals who want a qualification that focuses on practical teaching, and prefer a wide choice of optional units. Learners may already be teaching and wish to have their experience and practice accredited, or not presently teaching but capable of meeting the minimum teaching practice requirement of 30 hours.

## Entry Requirements

There are no specific entry requirements. There may be a requirement by the employer for learners to be checked by the Disclosure and Barring Service: <https://www.gov.uk/disclosure-barring-service-check/overview> or if they intend to work with learners who are covered by these regulations (formerly Criminal Records Bureau (CRB)). It is the learner's responsibility to seek advice from their employer regarding this.

There is no requirement for learners to complete the Level 3 Award in Education and Training prior to commencing this qualification. However, if a learner has achieved the level 3 unit: "Understanding roles, responsibilities and relationships in education and training", they will be not have to take this unit as part of the Level 4 Certificate in Education and Training. Evidence must be produced by the learner in the form of a recognised certificate to prove his/her achievement, and centres should maintain a copy.

There are no other nationally agreed entry requirements.

The qualification is suitable for learners of 19 years of age and above.

## Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 5 Diploma in Education and Training

## Structure

Learners must achieve a minimum of 36 credits from two unit groups. Learners must achieve a minimum of 21 credits at Level 4 or above.

There is a requirement for a minimum of 30 hours of practice.

Group A - 21 credits must be achieved from this group.

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
1	Understanding roles, responsibilities and relationships in education and training	H/505/0053	3	12	3
2	Planning to meet the needs of learners in education and training	A/505/1189	4	15	3
3	Delivering education and training	M/505/0122	4	24	6
4	Assessing learners in education and training	F/505/0125	4	24	6
5	Using resources for education and training	L/505/0127	4	15	3

Group B - 15 credits must be achieved from this group.

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
6	Assess occupational competence in the work environment (Learning and Development unit)	H/601/5314	3	30	6
7	Assess vocational skills, knowledge and understanding (Learning and Development unit)	F/601/5319	3	24	6
8	Assessment and support for the recognition of prior learning through the	F/505/0187	3	30	6

	accreditation of learning outcomes				
9	Delivering employability skills	M/505/1089	4	20	6
10	Develop and prepare resources for learning and development (Learning and Development unit)	A/502/9547	4	25	6
11	Develop learning and development programmes (Learning and development unit)	M/502/9545	4	30	6
12	Effective partnership working in the teaching and learning context	Y/503/5310	4	50	15
13	Engage learners in the learning and development process (Learning and development unit)	F/502/9551	3	30	6
14	Engage with employers to develop and support learning provision (Learning and Development unit)	Y/502/9555	3	25	6
15	Engage with employers to facilitate workforce development (Learning and Development unit)	D/502/9556	4	30	6
16	Equality and diversity	Y/503/5789	4	25	6
17	Evaluating learning programmes	K/505/1091	4	15	3
18	Identify individual learning and development needs (Learning and development unit)	K/502/9544	3	24	3
19	Identify the learning needs of organisations (Learning and Development unit)	H/502/9543	4	30	6
20	Inclusive practice	L/503/5384	4	50	15
21	Internally assure the quality of assessment (Learning and Development	A/601/5321	4	45	6

	unit)				
22	Manage learning and development in groups (Learning and Development unit)	A/502/9550	4	30	6
23	Preparing for the coaching role	J/505/0188	4	15	3
24	Preparing for the mentoring role	L/505/0189	4	15	3
25	Understanding and managing behaviours in a learning environment	Y/505/1099	4	20	6
26	Understanding the principles and practices of externally assuring the quality of assessment (Learning and Development unit)	F/601/5322	4	45	6
27	Understanding the principles and practices of internally assuring the quality of assessment (Learning and Development unit)	T/601/5320	4	45	6
28	Working with the 14-19 age range in the learning environment	D/505/1105	4	30	9
29	Specialist delivery techniques and activities	R/504/0229	4	30	9
30	Teaching in a specialist area	J/505/1096	4	50	15
31	Preparing for the personal tutoring role	M/508/1516	4	15	3
32	Developing, using and organising resources in a specialist area	H/505/1090	5	50	15

### Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds



to 10 hours of learning.

Total Qualification Time for this qualification is 360 hours.

### Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 140.

### Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

### Teaching Practice Requirement

Learners must carry out at least 30 hours of teaching practice.

There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken which specify that purpose. However, where trainee teachers are working solely with individuals, a programme may also include support and preparation for working with groups.

The practice requirements for the optional units are detailed within the relevant unit guidance.

### Observed and Assessed Practice Requirements

There must be a minimum of three observations of practice, which cumulatively should total 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 in duration.

Observations should be appropriately spaced throughout the whole programme and take each trainee teacher's progress into account.

For the Education and Training units, practice must be in a teaching and learning environment. As stated above, there is a requirement for a minimum of three observations of practice. The three observations must be linked to the following mandatory units:

- Delivering education and training (Level 4)
- Assessing learners in education and training (Level 4)
- Using resources for education and training (Level 4).

To be eligible for the award of credit for any one of the above three units, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that meets the required standard of practice. To be eligible for the award of credit for all three units, a trainee teacher must be able to provide evidence of a minimum of three assessed observations of practice that meet the required standard of practice.

There are additional practice requirements, including observed and assessed practice requirements, for some optional units. These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units and are summarised in the units.

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

These requirements are in addition to the observed and assessed practice requirements for the mandatory units identified above.

### Transfer of Practice

There is no transfer of practice, including observed and assessed practice, from a previously achieved Level 3 Award in Education and Training.

Trainee teachers who have achieved the Level 4 Certificate in Education and Training can transfer twenty hours of practice and two hours of observed and assessed practice towards the practice requirements for the Level 5 Diploma in Education and Training.

### Centre Recognition

To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a recognised centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

### Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

## Course Delivery

### Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

### Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

### Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

## Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

## Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be 'occupationally competent in the subject area being delivered'. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and

internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## Useful Websites

Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Office of Qualifications and Examinations Regulation	<a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a>
Register of Regulated Qualifications	<a href="http://register.ofqual.gov.uk">http://register.ofqual.gov.uk</a>
Health and Safety Executive NI	<a href="https://www.hseni.gov.uk/">https://www.hseni.gov.uk/</a>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications [www.daqw.org.uk](http://www.daqw.org.uk) for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

## Units

Group A

Unit 1

Title:		Understanding roles, responsibilities and relationships in education and training  H/505/0053	
Level:		3	
Credit value:		3	
Guided learning hours:		12	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the teaching role and responsibilities in education and training	1.1	Explain the teaching role and responsibilities in education and training
		1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
		1.3	Explain ways to promote equality and value diversity
		1.4	Explain why it is important to identify and meet individual learner needs
2.	Understand ways to maintain a safe and supportive learning environment	2.1	Explain ways to maintain a safe and supportive learning environment
		2.2	Explain the importance of promoting appropriate behaviour and respect for others
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
		3.2	Explain the boundaries between the teaching role and other professional roles
		3.3	Describe points of referral to meet the individual needs of learners.
Assessment requirements: N/A			

Unit 2

Title:		Planning to meet the needs of learners in education and training  A/505/1189	
Level:		4	
Credit value:		3	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to use initial and diagnostic assessment to agree individual learning goals with learners	1.1	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals
		1.2	Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners
		1.3	Record learners' individual learning goals
2.	Be able to plan inclusive teaching and learning in accordance with internal and external requirements	2.1	Devise a scheme of work in accordance with internal and external requirements
		2.2	Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements
		2.3	Explain how own planning meets the individual needs of learners
		2.4	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners
		2.5	Identify opportunities for learners to provide feedback to inform inclusive practice
3.	Be able to implement the minimum core in planning inclusive teaching and learning	3.1	Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning
		3.2	Apply minimum core elements in planning inclusive teaching and learning



4.	Be able to evaluate own practice when planning inclusive teaching and learning	4.1	Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others
		4.2	Identify areas for improvement in own planning to meet the individual needs of learners
Assessment requirements: N/A			

Unit 3

Title:		Delivering education and training M/5050122	
Level:		4	
Credit value:		6	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements	1.1	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners
		1.2	Create an inclusive teaching and learning environment
		1.3	Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements
2.	Be able to communicate with learners and other learning professionals to promote learning and progression	2.1	Analyse benefits and limitations of communication methods and media used in own area of specialism
		2.2	Use communication methods and media to meet individual learner needs
		2.3	Communicate with other learning professionals to meet individual learner needs and encourage progression
3.	Be able to use technologies in delivering inclusive teaching and learning	3.1	Analyse benefits and limitations of technologies used in own area of specialism
		3.2	Use technologies to enhance teaching and meet individual learner needs
4.	Be able to implement the minimum core when delivering inclusive teaching and learning	4.1	Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning
		4.2	Apply minimum core elements in delivering inclusive teaching and learning

5.	Be able to evaluate own practice in delivering inclusive teaching and learning	5.1	Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others
		5.2	Identify areas for improvement in own practice in meeting the individual needs of learners
Assessment requirements: N/A			

## Unit 4

Title:		Assessing learners in education and training F/505/0125	
Level:		4	
Credit value:		6	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to use types and methods of assessment to meet the needs of individual learners	1.1	Explain the purposes of types of assessment used in education and training
		1.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners
		1.3	Use types and methods of assessment to meet the individual needs of learners
		1.4	Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning
		1.5	Use questioning and feedback to contribute to the assessment process
2.	Be able to carry out assessments in accordance with internal and external requirements	2.1	Identify the internal and external assessment requirements and related procedures of learning programmes
		2.2	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
		2.3	Conduct assessments in line with internal and external requirements.
		2.4	Record the outcomes of assessments to meet internal and external requirements
		2.5	Communicate assessment information to other professionals with an interest in learner achievement
3.	Be able to implement the minimum core when assessing	3.1	Analyse ways in which minimum core elements can be demonstrated in assessing learners

	learners	3.2	Apply minimum core elements in assessing learners
4.	Be able to evaluate own assessment practice	4.1	Review the effectiveness of own assessment practice taking account of the views of learners and others
		4.2	Identify areas for improvement in own assessment practice.
Assessment requirements: N/A			

Unit 5

Title:		Using resources for education and training L/505/0127	
Level:		4	
Credit value:		3	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to use resources in the delivery of inclusive teaching and learning	1.1	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners
		1.2	Use resources to promote equality, value diversity and meet the individual needs of learners
		1.3	Adapt resources to meet the individual needs of learners
2.	Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning.	2.1	Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning
		2.2	Apply minimum core elements when using resources for inclusive teaching and learning
3.	Be able to evaluate own use of resources in the delivery of inclusive teaching and learning.	3.1	Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others
		3.2	Identify areas for improvement in own use of resources to meet the individual needs of learners.
Assessment requirements: N/A			

Group B

Unit 6

Title:		Assess occupational competence in the work environment H/601/5314	
Level:		3	
Credit value:		6	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to plan the assessment of occupational competence	1.1	Plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> <li>- observation of performance in the work environment</li> <li>- examining products of work</li> <li>- questioning the learner</li> <li>- discussing with the learner</li> <li>- use of others (witness testimony)</li> <li>- looking at learner statements</li> <li>- recognising prior learning</li> </ul>
		1.2	Communicate the purpose, requirements and processes of assessing occupational competence to the learner
		1.3	Plan the assessment of occupational competence to address learner needs and current achievements
		1.4	Identify opportunities for holistic assessment
2.	Be able to make assessment decisions about occupational competence	2.1	Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> <li>- observation of performance</li> <li>- examining products of work</li> <li>- questioning the learner</li> <li>- discussing with the learner</li> <li>- use of others (witness testimony)</li> <li>- looking at learner statements</li> </ul>

			- recognising prior learning
		2.2	Make assessment decisions of occupational competence against specified criteria
		2.3	Follow standardisation procedures
		2.4	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
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
		3.2	Make assessment information available to authorised colleagues
		3.3	Follow procedures to maintain the confidentiality of assessment information
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
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
Assessment requirements: N/A			



Unit 7

Title:		Assess vocational skills, knowledge and understanding F/601/5319	
Level:		3	
Credit value:		6	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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: <ul style="list-style-type: none"> <li>- assessments of the learner in simulated environments</li> <li>- skills tests</li> <li>- oral and written questions</li> <li>- assignments</li> <li>- projects</li> <li>- case studies</li> <li>- recognising prior learning</li> </ul>
		1.2	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
		1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners
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
		2.2	Provide support to learners within agreed limitations
		2.3	Analyse evidence of learner achievement
		2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against

			specified criteria
		2.5	Follow standardisation procedures
		2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression
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
		3.2	Make assessment information available to authorised colleagues as required
		3.3	Follow procedures to maintain the confidentiality of assessment information
4.	Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1	Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism
		4.3	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
		4.4	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.
Assessment requirements: N/A			

Unit 8

Title:		Assessment and support for the recognition of prior learning through the accreditation of learning outcomes  F/505/0187	
Level:		3	
Credit value:		6	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to promote understanding of recognition and accreditation of prior learning with external stakeholders	1.1	Describe models of recognition to learners, assessors and other relevant stakeholders
		1.2	Describe how external stakeholders can support the professional skills and competencies of those involved in providing guidance on recognition and accreditation of prior learning
		1.3	Explain the relevant processes, procedures, and criteria that ensure recognition of prior learning is accepted as equivalent to other forms of assessment by relevant external stakeholders
2.	Understand how to provide guidance for learners	2.1	Describe procedures for providing professional guidance for learners, assessors and other relevant stakeholders
		2.2	Explain the importance of guidance that ensures learners have ownership of the process of recognition and, where appropriate, accreditation, as an entitlement or right
3.	Be able to support learners to recognise prior learning and achievement	3.1	Provide guidance for learners in choosing target qualifications that include their prior learning
		3.2	Describe evidence required to meet the relevant learning outcomes, assessment criteria, and verification requirements for the learners' target unit(s)
		3.3	Support learners with different needs to collect, organise and present theoretical and performance

			evidence to meet the requirements of the target unit(s)
4.	Be able to assess evidence presented by learners.	4.1	Explain how a consistent approach is achieved by the assessment team within the processes of quality assurance.
		4.2	Judge the reliability, validity, authenticity, currency, relevance, and sufficiency of a range of evidence presented by a learner to meet the learning outcomes of the target unit(s)
		4.3	Provide clear and constructive feedback to learners who have not satisfied the learning outcomes of the target unit(s) identifying the additional evidence required
		4.4	Maintain records for assessment and verification purposes
5.	Be able to evaluate and improve practice	5.1	Evaluate own, learner and the assessment team experiences of applying the recognition process
		5.2	Identify improvements to practice.
<p>Assessment requirements:</p> <p>The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. There is a requirement to observe and assess practice in this unit.</p>			

Unit 9

Title:		Delivering employability skills M/505/1089	
Level:		4	
Credit value:		6	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the difference between employability skills and employment skills	1.1	Explain the differences between employability skills and employment skills
		1.2	Explain the benefits to learners of having employability skills
2.	Understand the personal qualities and skills needed for the delivery of employability skills	2.1	Analyse personal qualities and skills required for the delivery of employability skills
		2.2	Analyse the influence of personal presentation on the success of the delivery of employability skills
3.	Be able to use techniques, strategies, and practices that reflect the workplace in the delivery of employability skills	3.1	Review techniques for the delivery of employability skills
		3.2	Review strategies used to transform training areas to reflect a realistic working environment
		3.3	Plan employability skills sessions that: <ul style="list-style-type: none"> <li>- meet the needs of learners; and</li> <li>- reflect a realistic working environment</li> </ul>
		3.4	Use selected techniques and strategies to deliver employability skills sessions
		3.5	Demonstrate ways to negotiate behavioural parameters when using workplace practices with learners
4.	Be able to evaluate own delivery of employability skills	4.1	Evaluate the effectiveness of techniques, strategies, and practices used for the delivery of employability skills
		4.2	Identify own strengths and areas for improvement for the delivery of employability skills.

Assessment requirements:

The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.

There is a requirement to observe and assess practice in this unit.

Unit 10

Title:		Develop and prepare resources for learning and development  A/502/9547	
Level:		4	
Credit value:		6	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand principles underpinning development and preparation of resources for learning and development	1.1	Explain principles underpinning resource selection for learning and development
		1.2	Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies
		1.3	Evaluate the contribution of technology to the development of learning and development resources
2.	Be able to develop resources to meet learning and development needs	2.1	Agree needs of learners for whom resources are being developed
		2.2	Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met
		2.3	Plan adaptations to and use of technology within resources to meet learning and development needs
		2.4	Prepare guidance to assist those using learning and development resources
		2.5	Evaluate the suitability of resources for learning and development.
Assessment requirements: N/A			

Unit 11

Title:		Develop learning and development programmes M/502/9545	
Level:		4	
Credit value:		6	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles underpinning the development of learning and development programmes	1.1	Explain the objectives of learning and development programmes
		1.2	Evaluate the factors of learning and development that impact on: <ul style="list-style-type: none"> <li>- development</li> <li>- delivery</li> <li>- assessment and accreditation</li> </ul>
		1.3	Explain the importance of learner involvement when developing learning and development programmes
		1.4	Evaluate the risks that need to be managed when developing learning and development programmes
		1.5	Compare methodologies to monitor and evaluate learning and development programmes
2.	Be able to develop learning and development programmes	2.1	Identify the learning outcomes required for learning and development programmes
		2.2	Develop a plan for a learning and development programme
		2.3	Plan the assessment approaches to meet the learning outcomes of learning and development programmes
		2.4	Produce resources for learning and development programmes
3.	Be able to review learning and development programmes	3.1	Evaluate the learning outcomes of a learning and development programme



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

Assessment requirements:

This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Unit 12

Title:		Effective partnership working in the learning and teaching context  Y/503/5310	
Level:		4	
Credit value:		15	
Guided learning hours:		50	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the purpose and nature of partnership working	1.1	Explain reasons for partnership working
		1.2	Review opportunities and challenges of working within a partnership
		1.3	Review models of partnerships
		1.4	Explain ways of sustaining partnerships and their outputs
		1.5	Explain the need for ground rules and terms of reference in partnership working
		1.6	Justify the need for realistic timescales and deadlines in effective partnership working
2.	Understand the purpose, aims, and objectives of a partnership	2.1	Explain the purpose of a specific partnership
		2.2	Identify the aims and objectives of a specific partnership
3.	Understand the structure and management of a partnership	3.1	Review individual roles and responsibilities within a specific partnership
		3.2	Summarise the potential contribution of stakeholders to a specific partnership
		3.3	Identify boundaries of individual roles and ownership issues within a specific partnership
		3.4	Review resource implications for a specific partnership and its individual members

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

Unit 13

Title:		Engage learners in the learning and development process F/502/9551	
Level:		3	
Credit value:		6	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand principles and purpose of engaging learners in learning and development	1.1	Explain principles of learner engagement in the learning and development process
		1.2	Evaluate the processes and activities used to engage learners in learning and development
		1.3	Explain information and advice learners need for learning and development
		1.4	Analyse learner motivation for learning and development
		1.5	Analyse ways to overcome barriers to learning and development faced by learners
		1.6	Explain methods of engaging learners in their own progress review of learning
2.	Understand the role of mentoring in facilitating learning	2.1	Explain how mentoring can engage and motivate learners
		2.2	Summarise the role and characteristics of a mentor
		2.3	Analyse mentoring relationships that engage and motivate learners
3.	Be able to assist and engage the learner in the learning and development process	3.1	Demonstrate working relationships with learners to motivate learning
		3.2	Provide assistance to learners to encourage them to take responsibility for their own learning and development
		3.3	Provide learners with the information and advice to engage in learning and development that meets

			their needs
4.	Be able to assist the learner in reviewing their own progress	4.1	Establish opportunities to review progress with learners
		4.2	Provide learners with constructive feedback on their learning and development
		4.3	Enable learners to give feedback on their learning experience
		4.4	Analyse progress and achievement with learners
		4.5	Assist learners to in adapting learning and development plans to reflect future learning needs
Assessment requirements: N/A			

Unit 14

Title:		Engage with employers to develop and support learning provision  Y/502/9555	
Level:		3	
Credit value:		6	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand information relating to employers developing provision for learners	1.1	Analyse information sources about individual employers and employment sectors, locally and nationally
		1.2	Summarise learning provision available to an employer
		1.3	Summarise legal requirements that apply to employers developing and supporting provision for learners
2.	Understand how to engage with employers for the benefit of learners	2.1	Explain how to prepare for first contact with employers to discuss learning provision
		2.2	Evaluate employers' level of interest in providing learning opportunities for learners
		2.3	Evaluate strategies that help employers overcome concerns about offering learning opportunities
		2.4	Explain why employers might need support to provide learning for learners
		2.5	Explain the importance of clear channels of communication with employers as delivery partners
3.	Be able to engage with employers for the benefit of learners	3.1	Provide employers with clear information and advice about learning requirements for learners
		3.2	Provide advice and assistance to employers delivering learning opportunities
		3.3	Establish channels of communication for feedback from employers on the progress of learners

4.	Be able to evaluate the effect of employer provision on the learner and partner organisation	4.1	Assess the impact of employer provision on learners' learning outcomes
		4.2	Review the impact of employer provision on partner organisations.

Assessment requirements: n/a

Unit 15

Title:		Engage with employers to facilitate workforce development D/502/9556	
Level:		4	
Credit value:		6	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the opportunities available for workforce development	1.1	Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements
		1.2	Explain what constitutes workforce development in a business context
		1.3	Explain the funding opportunities available for workforce development
2.	Understand how to engage with employers to promote workforce development	2.1	Analyse information about individual employers and employment sectors, locally and nationally
		2.2	Explain how to gauge employers' level of interest in workforce development opportunities
		2.3	Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development
3.	Understand how to design learning and Development opportunities in the workplace	3.1	Analyse what motivates employees to undertake learning and development in the workplace
		3.2	Explain the key factors to be considered when designing learning and development solutions for employers and employees
		3.3	Critically compare learning and development programmes which already exist with newly developed opportunities
4.	Understand how to facilitate learning and development opportunities in the workplace	4.1	Identify the sources of support and resources that are available from stakeholders
		4.2	Explain how employees might overcome obstacles when engaging with learning and development



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

Unit 16

Title:		Equality and diversity Y/503/5789	
Level:		4	
Credit value:		6	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the key features of a culture which promotes equality and values diversity	1.1	Define the meanings of equality and diversity in the UK context
		1.2	Analyse the benefits of promoting equality and diversity for individual learners
		1.3	Define legislation, employment regulations, and codes of practice relevant to the promotion of equality and valuing of diversity
2.	Understand the importance of promoting equality and valuing diversity in lifelong learning	2.1	Reflect on how the promotion of equality and diversity can protect learners from risk of harm
		2.2	Explain actions that can be taken to value individual learners
		2.3	Explain good practice in providing individual learners with information
3.	Be able to promote equality and value diversity	3.1	Use communication strategies to promote equality and diversity
		3.2	Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity
		3.3	Explain how working with other agencies can promote diversity
		3.4	Describe actions by individuals that can undermine equality and diversity
4.	Understand how to help others in the promotion of equality and valuing of diversity	4.1	Recommend modifications to systems and structures that do not promote equality and diversity
		4.2	Reflect on own strengths in promoting equality and

			valuing diversity
5.	Be able to review own contribution to promoting equality and valuing diversity in lifelong learning	5.1	Evaluate the impact of own practice in promoting equality and valuing diversity
		5.2	Identify areas for further personal development in promoting equality and valuing diversity.
		5.3	Define the meanings of equality and diversity in the UK context
Assessment requirements: N/A			

Unit 17

Title:		Evaluating learning programmes K/505/1091	
Level:		4	
Credit value:		3	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles and methods of evaluating learning programmes	1.1	Analyse the principles of evaluating learning
		1.2	Explain how the principles of evaluating learning can be applied to evaluation of learning programmes
		1.3	Analyse methods used for evaluating the effectiveness of learning programmes
		1.4	Analyse methods of data collection and analysis used to evaluate learning programmes
2.	Be able to plan the evaluation of a learning programme	2.1	Develop a framework for the evaluation of a learning programme
		2.2	Devise objectives in order to achieve evaluation aims
		2.3	Select methods for evaluating the effectiveness of a learning programme
		2.4	Select methods for collecting data to evaluate the effectiveness of a learning programme
3.	Be able to evaluate the effectiveness of a learning programme	3.1	Apply selected methods to evaluate the effectiveness of a learning programme
		3.2	Apply selected methods to collect data to evaluate the effectiveness of a learning programme
		3.3	Analyse data collected to evaluate the effectiveness of a learning programme
		3.4	Apply relevant guidelines and legislation relevant to data collection and analysis
		3.5	Present an analysis of evaluation results

		3.6	Explain how evaluation results can be used to improve the effectiveness of a learning programme.
Assessment requirements: N/A			

Unit 18

Title:		Identify individual learning and development needs K/502/9544	
Level:		3	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles and practices of learning needs analysis for individuals	1.1	Explain the principles and practices of learning needs analysis for individuals
		1.2	Analyse the factors that influence individual learning needs, preferences and styles
		1.3	Compare methods used to assess individual learning needs
2.	Be able to conduct learning needs analysis for individuals	2.1	Agree the purpose, aims and methodology of the learning needs analysis with individuals
		2.2	Apply learning needs analysis methodology to assess the individual's current level of achievement and potential
		2.3	Analyse learning needs and communicate to the learner
3.	Be able to agree individual learning and development needs	3.1	Agree and prioritise individual learning and development needs
		3.2	Advise individuals about learning and development options to meet: <ul style="list-style-type: none"> <li>- learner priorities</li> <li>- learning preferences</li> <li>- learning styles</li> </ul>
Assessment requirements: N/A			

Unit 19

Title:		Identify the learning needs of organisations  H/502/9543	
Level:		4	
Credit value:		6	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles and practices of learning needs analysis for organisations	1.1	Explain the principles and practice of learning needs analysis for organisations
		1.2	Analyse the factors that can influence the identification of organisational learning needs
		1.3	Explain why it is important to gain the support and commitment of relevant people
		1.4	Review the methodologies required for a learning needs analysis
2.	Be able to conduct learning needs analysis for the organisation	2.1	Confirm the purpose and aims of learning needs analysis with relevant people
		2.2	Select the organisational learning needs analysis methodology
		2.3	Apply the organisational learning needs analysis methodology
		2.4	Analyse the learning needs of the organisation
		2.5	Review methods of communicating findings from learning needs analysis to relevant people in organisations
3.	Be able to agree organisational learning and development plans with relevant people	3.1	Present recommendations for learning and development to relevant people
		3.2	Review and revise priorities with relevant people
Assessment requirements: N/A			

Unit 20

Title:		Inclusive practice L/503/5384	
Level:		4	
Credit value:		15	
Guided learning hours:		50	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand factors that influence learning	1.1	Review the impact of personal, social, and cultural factors on learning
		1.2	Review the impact of different cognitive, physical, and sensory abilities on learning
2.	Understand the impact of policy and regulatory frameworks on inclusive practice	2.1	Summarise policy and regulatory frameworks relating to inclusive practice
		2.2	Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice
		2.3	Explain how policy and regulatory frameworks influence own inclusive practice
3.	Understand roles and responsibilities relating to inclusive practice	3.1	Summarise own role and responsibilities relating to inclusive practice
		3.2	Explain the relationship between own role and the roles of other professionals involved in inclusive practice
		3.3	Identify points of referral available to meet individual learning needs
4.	Understand how to create and maintain an inclusive learning environment.	4.1	Review key features and benefits of an inclusive learning environment
		4.2	Analyse ways to promote equality and value diversity
		4.3	Analyse ways to promote inclusion
		4.4	Review strategies for effective liaison between professionals involved in inclusive practice



5.	Understand how to evaluate own inclusive practice.	5.1	Review the effectiveness of own inclusive practice
		5.2	Identify own strengths and areas for improvement in relation to inclusive practice
		5.3	Plan opportunities to improve own skills in inclusive practice.
Assessment requirements: N/A			

Unit 21

Title:		Internally assure the quality of assessment  A/601/5321	
Level:		4	
Credit value:		6	
Guided learning hours:		45	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to plan the internal quality assurance of assessment	1.1	Plan monitoring activities according to the requirements of own role
		1.2	Make arrangements for internal monitoring activities to assure quality
2.	Be able to internally evaluate the quality of assessment	2.1	Carry out internal monitoring activities to quality requirements
		2.2	Evaluate assessor expertise and competence in relation to the requirements of their role
		2.3	Evaluate the planning and preparation of assessment processes
		2.4	Determine whether assessment methods are safe, fair, valid and reliable
		2.5	Determine whether assessment decisions are made using the specified criteria
		2.6	Compare assessor decisions to ensure they are consistent
3.	Be able to internally maintain and improve the quality of assessment	3.1	Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment
		3.2	Apply procedures to standardise assessment practices and outcomes
4.	Be able to manage information relevant to the internal quality assurance of assessment	4.1	Apply procedures for recording, storing and reporting information relating to internal quality assurance
		4.2	Follow procedures to maintain confidentiality of

			internal quality assurance information
5.	Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment	5.1	Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare
		5.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance
		5.3	Critically reflect on own practice in internally assuring the quality of assessment
		5.4	Maintain the currency of own expertise and competence in internally assuring the quality of assessment.
Assessment requirements: N/A			

Unit 22

Title:		Manage learning and development in groups A/502/9550	
Level:		4	
Credit value:		6	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles and practices of managing learning and development in groups	1.1	Analyse the characteristics of group environments that foster learning and development
		1.2	Evaluate strategies to manage group behaviour and dynamics
		1.3	Evaluate management techniques which facilitate the delivery of learning and development in groups
		1.4	Analyse ways to involve learners in the management of their own learning and development in groups
		1.5	Analyse risks to be considered when managing learning and development in groups
		1.6	Explain how to manage barriers to individual learning in groups
2.	Be able to manage group learning and development environments	2.1	Facilitate communication, collaboration and learning between group members
		2.2	Use motivational methods to engage the group and its individual members in the learning and development process
		2.3	Consult with group members to adapt their learning and development environments to improve their learning outcomes
		2.4	Manage the risks associated with group learning and development
3.	Be able to apply methodologies to manage learning and development in groups	3.1	Involve learners in agreeing group learning and development objectives
		3.2	Adapt and implement delivery methods, activities

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

Unit 23

Title:		Preparing for the coaching role J/505/0188	
Level:		4	
Credit value:		3	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand own role and responsibilities in relation to coaching	1.1	Analyse the skills and qualities required for a specific coaching role
		1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role
		1.3	Explain why it is important to establish ground rules for engagement and boundaries in a coaching relationship
		1.4	Explain the importance of acting according to ethical and professional standards in a coaching relationship
		1.5	Analyse ways of building a relationship with a client in a coaching role
2.	Understand the use of coaching in a specific context	2.1	Analyse the benefits of coaching in a specific context
		2.2	Analyse the impact of coaching on individual learning and development
		2.3	Explain legal and organisational requirements in a specific context relating to: <ul style="list-style-type: none"> <li>- data protection;</li> <li>- privacy;</li> <li>- confidentiality; and</li> <li>- safe-guarding and disclosure</li> </ul>
		2.4	Identify sources of support to deal with issues which are outside own expertise or authority
		2.5	Explain what constitutes a safe and comfortable environment for a coaching session

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

Assessment requirements: N/A

Unit 24

Title:		Preparing for the mentoring role  L/505/0189	
Level:		4	
Credit value:		3	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand own role and responsibilities in relation to mentoring	1.1	Analyse the skills and qualities required for a specific mentoring role
		1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role
		1.3	Explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship
		1.4	Explain the importance of acting according to ethical and professional standards in a mentoring relationship
		1.5	Analyse ways of building a relationship with a client in a mentoring role
2.	Understand the use of mentoring in a specific context	2.1	Analyse the benefits of mentoring in a specific context
		2.2	Analyse the impact of mentoring on individual learning and development
		2.3	Explain legal and organisational requirements in a specific context relating to: <ul style="list-style-type: none"> <li>- data protection;</li> <li>- privacy;</li> <li>- confidentiality; and</li> <li>- safe-guarding and disclosure</li> </ul>
		2.4	Identify sources of support to deal with issues that are outside own expertise or authority
		2.5	Explain what constitutes a safe and comfortable environment for a mentoring session.



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

Assessment requirements: N/A

Unit 25

Title:		Understanding and managing behaviours in a learning environment  Y/505/1099	
Level:		4	
Credit value:		6	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand potential factors leading to behaviours that disrupt a learning environment	1.1	Describe behaviours that can occur in a learning environment
		1.2	Explain potential factors leading to behaviours that can disrupt a learning environment
2.	Understand organisational policies relating to managing behaviours in a learning environment	2.1	Explain key aspects of legislation relating to managing behaviours in a learning environment
		2.2	Explain key aspects of an organisation's policies relating to managing behaviours in a learning environment
3.	Be able to promote behaviours that contribute to a purposeful learning environment	3.1	Analyse ways of encouraging behaviours that contribute to a purposeful learning environment
		3.2	Use strategies for encouraging behaviours that contribute to a purposeful learning environment
4.	Be able to manage behaviours that disrupt a purposeful learning environment	4.1	Analyse ways of managing behaviours that disrupt a purposeful learning environment
		4.2	Use strategies for managing behaviours that disrupt a purposeful learning environment
5.	Be able to evaluate own practice in managing behaviours in a learning environment	5.1	Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment
		5.2	Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment.
Assessment requirements: N/A			

Unit 26

Title:		Understanding the principles and practices of externally assuring the quality of assessment  F/601/5322	
Level:		4	
Credit value:		6	
Guided learning hours:		45	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the context and principles of external quality assurance	1.1	Analyse the functions of external quality assurance of assessment in learning and development
		1.2	Evaluate the key concepts and principles of external quality assurance of assessment
		1.3	Evaluate the roles of practitioners involved in the quality assurance process
		1.4	Explain the regulations and requirements for external and internal quality assurance in own area of practice
2.	Understand how to plan the external quality assurance of assessment	2.1	Evaluate the importance of planning and preparing external quality assurance activities
		2.2	Explain what an external quality assurance plan should contain
		2.3	Summarise the preparations that need to be made for external quality assurance activities, including: <ul style="list-style-type: none"> <li>- information collection</li> <li>- communications</li> <li>- administrative arrangements</li> <li>- resources</li> </ul>
		2.4	Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards
3.	Understand how to externally evaluate the quality of assessment and internal quality	3.1	Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices

	assurance	3.2	Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices
		3.3	Evaluate different techniques for externally sampling evidence of assessment, including those that use technology
4.	Understand how to externally maintain and improve the quality of assessment	4.1	Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment
		4.2	Evaluate standardisation requirements relevant to the external quality assurance of assessment
		4.3	Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements
		4.4	Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment
5.	Understand how to manage information relevant to external quality assurance	5.1	Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance
6.	Understand the legal and good practice requirements relating to external quality assurance	6.1	Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare
		6.2	Critically compare different ways in which technology can contribute to external quality assurance
		6.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment
		6.4	Explain the value of reflective practice and continuing professional development in relation to external quality assurance.
Assessment requirements: N/A			

Unit 27

Title:		Understanding the principles and practices of internally assuring the quality of assessment  T/601/5320	
Level:		4	
Credit value:		6	
Guided learning hours:		45	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the context and principles of internal quality assurance	1.1	Explain the functions of internal quality assurance in learning and development
		1.2	Explain the key concepts and principles of the internal quality assurance of assessment
		1.3	Explain the roles of practitioners involved in the internal and external quality assurance process
		1.4	Explain the regulations and requirements for internal quality assurance in own area of practice
2.	Understand how to plan the internal quality assurance of assessment	2.1	Evaluate the importance of planning and preparing internal quality assurance activities
		2.2	Explain what an internal quality assurance plan should contain
		2.3	Summarise the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none"> <li>- information collection</li> <li>- communications</li> <li>- administrative arrangements</li> <li>- resources</li> </ul>
3.	Understand techniques and criteria for monitoring the quality of assessment internally	3.1	Evaluate different techniques for sampling evidence of assessment, including use of technology
		3.2	Explain the appropriate criteria to use for judging the quality of the assessment process
4.	Understand how to internally maintain and improve the quality of assessment	4.1	Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment

		4.2	Explain standardisation requirements in relation to assessment
		4.3	Explain relevant procedures regarding disputes about the quality of assessment
5.	Understand how to manage information relevant to the internal quality assurance of assessment	5.1	Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment
6.	Understand the legal and good practice requirements for the internal quality assurance of assessment	6.1	Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare
		6.2	Evaluate different ways in which technology can contribute to the internal quality assurance of assessment
		6.3	Explain the value of reflective practice and continuing professional development in relation to internal quality assurance
		6.4	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment
Assessment requirements: N/A			

Unit 28

Title:		Working with the 14-19 age range in education and training D/505/1105	
Level:		4	
Credit value:		9	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand national developments in educational provision for the 14-19 age range	1.1	Explain national policies and initiatives for the education of 14-19 age range
		1.2	Analyse the relationship between schools and other providers of learning for the 14-19 age range
2.	Understand roles and responsibilities of teachers working with the 14-19 age range	2.1	Describe the legal framework and key legislation relating to working with the 14-19 age range
		2.2	Analyse own role and responsibilities in relation to working with the 14-19 age range
3.	Be able to plan learning to meet the needs of individual 14-19 learners	3.1	Evaluate impact on own practice of legislation relating to working with 14-19 age range
		3.2	Analyse teaching, learning and assessment approaches appropriate for use with 14-19 learners
4.	Be able to deliver learning to meet the needs of individual 14-19 learners	4.1	Plan learning sessions for 14-19 learners, taking account of: <ul style="list-style-type: none"> <li>- own analysis of teaching, learning and assessment approaches for use with 14-19 learners;</li> <li>- curriculum requirements; and</li> <li>- individual learner needs</li> </ul>
		4.2	Use teaching and learning approaches that take account of: <ul style="list-style-type: none"> <li>- own analysis of teaching and learning approaches for use with 14-19 learners;</li> <li>- curriculum requirements; and</li> <li>- individual needs of 14-19 learners</li> </ul>
5.	Be able to evaluate own practice	5.1	Use assessment methods that take

	in working with the 14-19 age range		account of: <ul style="list-style-type: none"> <li>- own analysis of assessment approaches for use with 14-19 learners;</li> <li>- curriculum requirements; and</li> <li>- individual needs of 14-19 learners</li> </ul>
		5.2	Evaluate own practice in working with 14-19 learners
Assessment requirements: N/A			



Unit 29

Title:		Specialist delivery techniques and activities R/504/0229	
Level:		4	
Credit value:		9	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the role of specialist delivery techniques in a specific area	1.1	Explain the purpose of specialist delivery techniques in meeting learner needs in a specific area
		1.2	Identify learning needs that can be met through the use of specialist delivery techniques
		1.3	Justify the use of specialist delivery techniques to meet the needs of learners in a specific area
2.	Be able to develop specialist delivery techniques and learning activities in own specific area	2.1	Review issues that influence the development of specialist delivery techniques
		2.2	Select specialist delivery techniques to meet the needs of learners
		2.3	Plan the use of specific learning activities to support specialist delivery techniques
		2.4	Select resources to support specialist delivery techniques and learning activities
		2.5	Identify ways in which specialist delivery techniques can be adapted to meet the needs of individual learners
3.	Be able to use specialist delivery techniques and learning activities	3.1	Use specialist delivery techniques and learning activities to meet the needs of learners
		3.2	Use resources to support specialist delivery techniques and learning activities
4.	Be able to evaluate own practice in relation to specialist delivery techniques	4.1	Review the effectiveness of own use of specialist delivery techniques to meet the needs of learners
		4.2	Identify strengths and areas for improvement in own skills in the development and use of

			specialist delivery techniques
Assessment requirements: N/A			

Unit 30

Title:		Teaching in a specialist area J/505/1096	
Level:		4	
Credit value:		15	
Guided learning hours:		50	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the aims and philosophy of education and training in a specialist area	1.1	Explain key aims of education and training in own specialist area
		1.2	Analyse philosophical issues relating to education and training in own specialist area
2.	Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area	2.1	Describe the aims and structure of key qualifications in own specialist area
		2.2	Describe the aims and structure of learning programmes in own specialist area
		2.3	Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met
3.	Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area	3.1	Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area
		3.2	Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies
4.	Understand how to use resources for inclusive teaching and learning in a specialist area	4.1	Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area
		4.2	Analyse the inclusiveness of own use of teaching and learning resources in a specialist area
5.	Be able to work with others within a specialist area to	5.1	Liaise with others within a specialist area to develop own practice

	develop own practice	5.2	Review the impact of liaison with other teachers and trainers within own specialist area on own practice
6.	Be able to evaluate, improve and update own knowledge and skills in a specialist area	6.1	Review the effectiveness of own knowledge and skills in a specialist area
		6.2	Identify own strengths and areas for improvement in relation to practice in a specialist area
		6.3	Identify opportunities to improve and update own knowledge and skills in a specialist area
Assessment requirements: N/A			

Unit 31

Title:		Preparing for the personal tutoring role M/508/1516	
Level:		4	
Credit value:		3	
Guided learning hours		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand own role and responsibilities in relation to the personal tutoring role	1.1	Analyse the skills and qualities required for a personal tutoring role
		1.2	Explain how own values, behaviours and attitudes can impact on the personal tutoring role
		1.3	Explain the boundaries and limitations of a personal tutoring role
		1.4	Explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role
		1.5	Analyse the importance of communication in a personal tutoring role
2.	Understand factors affecting learners' approaches to learning	2.1	Analyse how learners' socio-economic, cultural and personal background, work history and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning
		2.2	Explain why it is important that learners take responsibility for their own learning
		2.3	Explain why it is important that personal tutoring programmes support the development of learning and transferable skills
		2.4	Analyse strategies to enable learners to engage with learning
		2.5	Explain factors which identify learners at risk of disengaging from learning
3.	Understand the use of personal tutoring in a specific context	3.1	Describe the range of support available for learners within a specific context
		3.2	Explain legal and organisational requirements relating to:

			<ul style="list-style-type: none"> <li>- data protection;</li> <li>- copyright;</li> <li>- privacy;</li> <li>- confidentiality; and</li> <li>- safeguarding and disclosure</li> </ul>
		3.3	Explain how to work with others in a specific context to support learners
		3.4	Explain how to work with external stakeholders and partners to support learners
4.	Understand how personal learning targets are created and monitored	4.1	Explain the purpose of an individual learning plan
		4.2	Analyse approaches to support learners to create personal learning targets
		4.3	Explain the importance of reviewing learner progress and targets
Assessment requirements: N/A			

Unit 32

Title:	Developing, using and organising resources in a specialist area H/505/1090	
Level:	5	
Credit value:	15	
Guided learning hours	50	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1.Understand the purpose and use of resources in own specialist area	1.1	Explain the purpose of resources in teaching and learning
	1.2	Evaluate the effectiveness of specific resources from own specialist area in meeting individual learning needs
2.Be able to develop and use inclusive resources in own specialist area	2.1	Analyse principles of resource design
	2.2	Evaluate sources that inform resource development in own specialist area
	2.3	Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area
	2.4	Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area
	2.5	Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area
	2.6	Employ resources to engage and meet the individual needs of learners in own specialist area
3.Understand how to organise and enable access to resources	3.1	Explain ways in which resources can be classified and stored
	3.2	Review ways of sharing resources with other learning professionals
4.Understand legal requirements and responsibilities relating to the development and use of resources	4.1	Review legal requirements and responsibilities relating to the development and use of resources
	4.2	Analyse the implications of intellectual property rights and copyright for the development and use of resources
5.Be able to evaluate own practice in relation to development and use of resources in own specialist	5.1	Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area

area	5.2	Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area
	5.3	Plan opportunities to improve own skills in development and use of resources in own specialist area
Assessment requirements: n/a		