# ProQual Level 4 Certificate in Education and Training

## Qualification Specification

# Contents

## Introduction

The Level 4 Certificate in Education and Training provides a nationally recognised qualification for those working or who want to work as teachers or trainers in the further education and skills sector, or who work as teachers or trainers in industry.

The awarding body for this qualification is ProQual Awarding Body (www.proqualab.com) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

The qualification has been accredited onto the Regulated Qualifications Framework (RQF) and is published on Ofqual's Register of Qualifications.

## Qualification Profile

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| Qualification title | **ProQual Level 4 Certificate in Education and Training** |
| Ofqual qualification number | 610/4231/6 |
| Level | 4 |
| Total qualification time | 360 Hours |
| Guided learning hours | 140 Hours |
| Assessment | Pass or fail<br>Internally assessed and verified by centre staff<br>External quality assurance by ProQual verifiers |
| Qualification start date | 28/05/2024 |
| Qualification end date | |

## Entry Requirements

All candidates should undertake an initial assessment of their skills in English, mathematics, and ICT. They should record their development needs and, if required, agree an action plan to address them. Centres should be mindful of the minimum core requirements; details can be found in the document *"The Minimum Core for teacher training qualifications for the Further Education and Skills sector"* from the Education and Training Foundation.

There are no additional entry requirements. Candidates are not required to complete the Level 3 Award in Education and Training prior to completing this qualification.

## Qualification Structure

Candidates must complete **all** of the mandatory units for this qualification. There are 5 mandatory units.

Candidates must then complete a combination of optional units from the following options:

- Option One – **Two** units from Group A and **one** unit from Group B.
- Option Two – **One** unit from Group C.

| Mandatory Units – Candidates must complete ALL units. | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | **GLH** |
| T/651/1228 | Understanding Roles, Responsibilities and Relationships in Education and Training | 3 | 12 |
| D/651/1654 | Planning to Meet the Needs of Learners in Education and Training | 4 | 15 |
| F/651/1655 | Using Resources for Education and Training | 4 | 15 |
| H/651/1656 | Delivering Education and Training | 4 | 24 |
| J/651/1657 | Assessing Learners in Education and Training | 4 | 24 |
| **Optional Units Group A** | | | |
| H/601/5314 | Assess Occupational Competence in the Work Environment | 3 | 30 |
| F/601/5319 | Assess Vocational Skills, Knowledge and Understanding | 3 | 25 |
| K/651/1658 | Develop and Prepare Resources for Learning and Development | 4 | 30 |
| L/651/1659 | Engage Learners in the Learning and Development Process | 3 | 30 |
| T/651/1660 | Engage with Employers to Develop and Support Learning Provision | 3 | 25 |
| Y/651/1661 | Engage with Employers to Facilitate Workforce Development | 4 | 30 |
| F/601/5787 | Equality and Diversity | 4 | 25 |
| A/651/1662 | Identify the Learning Needs of Organisations | 4 | 30 |
| A/601/5321 | Internally Assure the Quality of Assessment | 4 | 45 |
| F/651/1664 | Manage Learning and Development in Groups | 4 | 30 |
| H/651/1665 | Understanding and Managing Behaviours in a Learning Environment | 4 | 20 |
| T/601/5320 | Understanding the Principles and Practices of Internally Assuring the Quality of Assessment | 4 | 45 |
| F/601/5322 | Understanding the Principles and Practices of Externally Assuring the Quality of Assessment | 4 | 45 |
| **Optional Units Group B** | | | |
| J/651/1666 | Evaluating Learning Programmes | 4 | 15 |
| K/651/1667 | Identify Individual Learning and Development Needs | 3 | 24 |
| L/651/1668 | Preparing for the Coaching Role | 4 | 15 |

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|---|---|---|---|
| M/651/1669 | Preparing for the Mentoring Role | 4 | 15 |
| Y/651/1670 | Preparing for the Personal Tutoring Role | 4 | 15 |
| **Optional Units Group C** | | | |
| A/651/1671 | Action Research | 5 | 50 |
| D/651/1672 | Developing, Using and Organising Resources Within a Specialist Area | 4 | 50 |
| F/651/1673 | Effective Partnership Working in a Learning and Teaching Context | 4 | 50 |
| H/651/1674 | Inclusive Practice | 4 | 50 |
| J/651/1675 | Teaching in a Specialist Area | 4 | 50 |

# Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

**Staff**
Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

**Assessors/Internal Quality Assurance**
Assessors for each unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or internal quality assurance qualifications.

# Support for Candidates

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- Provide information on where ProQual's policies and procedures can be viewed;
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

## Assessment

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Candidates are required to undergo a minimum of **30** hours of teaching or training practice, and a minimum of **3** hours of teaching or training practice observations, which must be linked to the following mandatory units:

- H/651/1656 Delivering Education and Training
- J/651/1657 Assessing Learners in Education and Training
- F/651/1655 Using Resources for Education and Training

This qualification must be internally assessed by an appropriately experienced and qualified assessor. Assessors must have relevant teaching experience in an education or training environment **and** a relevant teaching or training qualification.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor
- Assignments/projects/reports
- Professional discussion
- Witness testimony
- Candidate product
- Worksheets
- Record of oral and written questioning
- Recognition of Prior Learning

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 12.

**Additional information** for assessment and requirements for unit **endorsements** where relevant is included after all of the learning outcomes and assessment criteria for each unit.

Simulation is **not** permitted for this qualification.

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Centre staff undertaking internal quality assurance should hold an appropriate internal quality assurance qualification.

## Adjustments to Assessments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

# Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

**ProQual Level 4 Certificate in Education and Training**

**Claiming certificates**

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

**Unit certificates**

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

**Replacement certificates**

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated.  Refer to the Fee Schedule for details of charges for replacement

# Units – Learning Outcomes and Assessment Criteria

| **Title:** | Understanding Roles, Responsibilities and Relationships in Education and Training |
|---|---|
| **Unit Number:** | T/651/1228 |

| **Learning Outcomes** *The learner will be able to:* | | **Assessment Criteria** *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 why it is important to promote 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. |

| Title: | Planning to Meet the Needs of Learners in Education and Training |
|---|---|
| Unit Number: | D/651/1654 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*The learner can:* | |
|---|---|---|---|
| 1 | 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 | 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 that meet the aims and individual needs of all learners and curriculum requirements. |
| | | 2.3 | Explain how 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 leaners to provide feedback to inform inclusive practice. |
| 3 | 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 | Evaluate own practice when planning inclusive teaching and learning. | 4.1 | Review the effectiveness of 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 planning to meet the individual needs of learners. |

| Title: | Using Resources for Education and Training |
|---|---|
| **Unit Number:** | F/651/1655 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*The learner can:* | |
|---|---|---|---|
| 1 | 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 | 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 | Evaluate the use of resources in the delivery of inclusive teaching and learning. | 3.1 | Review the effectiveness of 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 use of resources to meet the individual needs of learners. |

| **Title:** | Using Resources for Education and Training |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | Assessors are required to observe and assess candidate practice during this unit. A single observation must be for a minimum of **30 minutes**. Candidates must provide evidence of at least one observation that has met the required standard of practice. |
| | Simulation is **not** permitted. |

| Title: | Delivering Education and Training |
|---|---|
| **Unit Number:** | H/651/1656 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*The learner can:* | |
|---|---|---|---|
| 1 | 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 | 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 | 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 | 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 | Evaluate own practice in delivering inclusive teaching and learning. | 5.1 | Review the effectiveness of 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. |

| **Title:** | Delivering Education and Training |
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**Additional information about this unit**

| Assessment Guidance | Assessors are required to observe and assess candidate practice during this unit. A single observation must be for a minimum of **30 minutes**. Candidates must provide evidence of at least one observation that has met the required standard of practice. |
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| | Simulation is **not** permitted. |

| Title: | Assessing Learners in Education and Training |
|---|---|
| Unit Number: | J/651/1657 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*The learner can:* | |
|---|---|---|---|
| 1 | 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 assessment for, and of, their learning. |
| | | 1.5 | Use questioning and feedback to contribute to the assessment process. |
| 2 | 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 the internal and external requirements. |
| | | 2.5 | Communicate assessment information to other professionals with an interest in learner achievement. |
| 3 | Implement the minimum core when assessing learners. | 3.1 | Analyse ways in which minimum core elements can be demonstrated in assessing learners. |
| | | 3.2 | Apply minimum core elements in assessing learners. |
| 4 | Evaluate own assessment practice. | 4.1 | Review the effectiveness of assessment practice, taking account of the views of learners and others. |
| | | 4.2 | Identify areas for improvement in assessment practice. |

| **Title:** | Assessing Learners in Education and Training |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | Assessors are required to observe and assess candidate practice during this unit. A single observation must be for a minimum of **30 minutes**. Candidates must provide evidence of at least one observation that has met the required standard of practice. |
| | Simulation is **not** permitted. |

| Title: | Assess Occupational Competence in the Work Environment |
|---|---|
| Unit Number: | H/601/5314 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*The learner can:* | |
|---|---|---|---|
| 1 | Plan the assessment of occupational competence. | 1.1 | Plan assessment of occupational competence, based on the following methods:<br><br>• Observation of performance, in a work environment.<br>• Examination of products of work.<br>• Questioning the learner.<br>• Discussing with the learner.<br>• Witness testimony of others.<br>• Learner statements.<br>• Recognition of prior learning. |
| | | 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 the learner needs and current achievements. |
| | | 1.4 | Identify opportunities for holistic assessment. |
| 2 | Make assessment decisions about occupational competence. | 2.1 | Use valid, fair, and reliable assessment methods, including:<br><br>• Observation of performance, in a work environment.<br>• Examination of products of work.<br>• Questioning the learner.<br>• Discussing with the learner.<br>• Witness testimony of others.<br>• Learner statements.<br>• Recognition of prior learning. |
| | | 2.2 | Make assessment decisions of occupational competence against specified criteria. |
| | | 2.3 | Follow standardisation procedures. |
| | | 2.4 | Provide feedback to leaners that affirms the achievement and identifies any further implications for learning, assessment, and progression. |

| 3 | 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 | 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. |
| | | 4.3 | Evaluate own work in carrying out assessments of occupational competence. |
| | | 4.4 | Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence. |

| **Title:** | Assess Occupational Competence in the Work Environment |
|---|---|
| **Additional information about this unit** | |

| Assessment Guidance | Evidence for this unit must come from carrying out assessments **in a work environment.** There must be evidence of the candidate carrying out at least **two** assessments of **two** learners (For a total of **four** assessments). |
|---|---|
| | These assessments must not be in assessment themselves, and a candidate **cannot** carry out an assessment on another unqualified trainee assessor. |
| | Simulation is **not** permitted. |

| Title: | Assess Vocational Skills, Knowledge and Understanding |
|---|---|
| Unit Number: | F/601/5319 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*The learner can:* | |
|---|---|---|---|
| 1 | Prepare assessments of vocational skills, knowledge, and understanding. | 1.1 | Select methods to assess vocational skills, knowledge and understanding that address learner needs and meet assessment requirements, including:<br><br>• Assessments of the learner in the simulated environments.<br>• Skills tests.<br>• Oral and written questions.<br>• Assignments.<br>• Projects.<br>• Case studies.<br>• Recognising prior learning. |
| | | 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 others. |
| 2 | Carry out assessments of vocational skills, knowledge, and understanding. | 2.1 | Manage the 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 processes. |
| | | 2.6 | Provide feedback to the learner that affirms achievement, and identifies any further implications for learning, assessment, and progression. |
| 3 | 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 | 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, knowledge and understanding. |

| **Title:** | Develop and Prepare Resources for Learning and Development |
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| **Unit Number:** | K/651/1658 |

| **Learning Outcomes**<br>*The learner will be able to:* | | **Assessment Criteria**<br>*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 | Develop resources to meet learning and development needs. | 2.1 | Agree the 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. |

| Title: | Engage Learners in the Learning and Development Process |
|---|---|
| Unit Number: | L/651/1659 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*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 | 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 | 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 in adapting learning and development plans to reflect future learning needs. |

| Title: | Engage with Employers to Develop and Support Learning Provision |
|---|---|
| Unit Number: | T/651/1660 |

| Learning Outcomes | | Assessment Criteria | |
|---|---|---|---|
| *The learner will be able to:* | | *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. |

| Title: | Engage with Employers to Facilitate Workforce Development |
|---|---|
| Unit Number: | Y/651/1661 |

| Learning Outcomes *The learner will be able to:* | | Assessment Criteria *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 that 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:<br><br>• Employees.<br>• Businesses. |
| 5 | Be able to engage with employers on workforce development issues. | 5.1 | Research information about the business needs of employers in relation to productivity and performance. |
| | | 5.2 | Report to employer's 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 on-going 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. |

| Title: | Equality and Diversity |
|---|---|
| Unit Number: | F/601/5787 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*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 | Promote equality and diversity. | 3.1 | Use communication strategies to promote equality and diversity. |
| | | 3.2 | Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity. |
| | | 3.3 | Explain how working with other agencies can promote diversity. |
| 4 | Understand how to help others in the promotion of equality and valuing of diversity. | 4.1 | Describe actions by individuals that can undermine equality and diversity. |
| | | 4.2 | Recommend modifications to systems and structures that do not promote equality and diversity. |
| 5 | Review own contribution to promoting equality and valuing diversity in lifelong learning. | 5.1 | Reflect on own strengths in promoting equality and valuing diversity. |
| | | 5.2 | Evaluate the impact of own practice in promoting equality and valuing diversity. |
| | | 5.3 | Identify areas for further personal development in promoting equality and valuing diversity. |

| Title: | Identify the Learning Needs of Organisations |
|---|---|
| **Unit Number:** | A/651/1662 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*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 | 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 | 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. |

| Title: | Internally Assure the Quality of Assessment |
|---|---|
| **Unit Number:** | A/601/5321 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*The learner can:* | |
|---|---|---|---|
| 1 | 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 | 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 | 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 | 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 | 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 | *Cont.* | 5.4 | Maintain the currency of own expertise and competence in internally assuring the quality of assessment. |

| **Title:** | Internally Assure the Quality of Assessment |
|---|---|

| **Additional information about this unit** |
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| Assessment Guidance | Evidence for this unit must come from carrying out internal quality assurance in the work environment. Candidates **must** carry out quality assurance on a minimum of **two** assessors, each with a minimum of **two** trainees of their own. |
|---|---|
| | Simulation is **not** permitted. |

| Title: | Manage Learning and Development in Groups |
|---|---|
| **Unit Number:** | F/651/1664 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*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 that 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 | 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 | 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 | 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. |

| Title: | Understanding and Managing Behaviours in a Learning Environment |
|---|---|
| Unit Number: | H/651/1665 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*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 | 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 | 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 | 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. |

| **Title:** | Understanding and Managing Behaviours in a Learning Environment |
|---|---|
| **Additional information about this unit** | |
| Assessment Guidance | Candidates completing this unit **must** be observed and assessed in practice. Evidence for this unit must be gathered from a teaching and learning environment. |
| | Simulation is **not** permitted. |

| Title: | Understanding the Principles and Practices of Internally Assuring the Quality of Assessment |
|---|---|
| Unit Number: | T/601/5320 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*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:<br><br>• Information collection.<br>• Communications.<br>• Administrative arrangements.<br>• Resources. |
| 3 | Understand techniques and criteria for monitoring the quality of assessment internally. | 3.1 | Evaluate different techniques for sampling evidence of assessment, including use of technology. |
| | | 3.2 | Explain the appropriate criteria to use for judging the quality of the assessment process. |
| 4 | Understand how to internally maintain and improve the quality of assessment. | 4.1 | Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment. |
| | | 4.2 | Explain standardisation requirements in relation to assessment. |
| | | 4.3 | Explain relevant procedures regarding disputes about the quality of assessment. |

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

| Title: | Understanding the Principles and Practices of Externally Assuring the Quality of Assessment |
|---|---|
| Unit Number: | F/601/5322 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*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:<br><br>• Information collection.<br>• Communications.<br>• Administrative arrangements.<br>• Resources. |
| | | 2.4 | Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards. |
| 3 | Understand how to externally evaluate the quality of assessment and internal quality assurance. | 3.1 | Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices. |
| | | 3.2 | Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices. |
| | | 3.3 | Evaluate different techniques for externally sampling evidence of assessment, including those that use technology. |

| 4 | Understand how to externally maintain and improve the quality of assessment. | 4.1 | Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment. |
| | | 4.2 | Evaluate standardisation requirements relevant to the external quality assurance of assessment. |
| | | 4.3 | Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements. |
| | | 4.4 | Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment. |
| 5 | Understand how to manage information relevant to external quality assurance. | 5.1 | Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance. |
| 6 | Understand the legal and good 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. |

| Title: | Evaluating Learning Programmes |
|---|---|
| **Unit Number:** | J/651/1666 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*The learner can:* | |
|---|---|---|---|
| 1 | Understand the principles and methods of evaluating learning programmes. | 1.1 | Analyse the principles of evaluating learning. |
| | | 1.2 | Explain how principles of evaluating learning can be applied to the evaluation of learning programmes. |
| | | 1.3 | Analyse methods used for evaluating the effectiveness of learning programmes. |
| | | 1.4 | Analyse methods of data collection and analysis used to evaluate learning programmes. |
| 2 | 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 | Evaluate the effectiveness of a learning programme. | 3.1 | Apply selected methods to evaluate the effectiveness of a learning programme. |
| | | 3.2 | Apply selected methods to collect data to evaluate the effectiveness of a learning programme. |
| | | 3.3 | Analyse data collected to evaluate the effectiveness of a learning programme. |
| | | 3.4 | Apply relevant guidelines and legislation relevant to data collection and analysis. |
| | | 3.5 | Present analysis of evaluation results. |
| | | 3.6 | Explain how analysis of evaluation results can be used to improve the effectiveness of a learning programme. |

| Title: | Identify Individual Learning and Development Needs |
|---|---|
| **Unit Number:** | K/651/1667 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*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 | 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 | 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:<br><br>• Learner priorities.<br>• Learning preferences.<br>• Learning styles. |

| Title: | Preparing for the Coaching Role |
|---|---|
| Unit Number: | L/651/1668 |

| Learning Outcomes *The learner will be able to:* | | Assessment Criteria *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: <br><br> • Data protection. <br> • Privacy. <br> • Confidentiality. <br> • Safeguarding and disclosure. |
| | | 2.4 | Identify sources of support to deal with issues that are outside of own expertise or authority. |
| | | 2.5 | Explain what constitutes a safe and comfortable environment for a coaching session. |

| 3 | Understand how to identify client goals 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. |

| Title: | Preparing for the Mentoring Role |
|---|---|
| Unit Number: | M/651/1669 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*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:<br><br>• Data protection.<br>• Privacy.<br>• Confidentiality.<br>• Safeguarding and disclosure. |
| | | 2.4 | Identify sources of support to deal with issues that are outside of own expertise or authority. |
| | | 2.5 | Explain what constitutes a safe and comfortable environment for a mentoring session. |

| 3 | Understand how to identify client goals 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. |

| Title: | Preparing for the Personal Tutoring Role |
| Unit Number: | Y/651/1670 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*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 | 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. |
| | | 2.3 | Explain why it is important that personal tutoring programmes support the development of learning and transferable skills. |
| | | 2.4 | Analyse strategies that enable learners to engage with their learning. |
| | | 2.5 | Explain the factors that 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: |

- Data protection.
- Copyright.
- Privacy.
- Confidentiality.
- Safeguarding and disclosure.

| | | 3.3 | Explain how to work with others in a specific context to support learners. |
| | | 3.4 | Explain how to work with external stakeholders and partners to support learners. |
| 4 | Understand how personal learning targets are created and monitored. | 4.1 | Explain the purpose of an individual learning plan. |
| | | 4.2 | Analyse approaches to support learners to create personal learning targets. |
| | | 4.3 | Explain the importance of reviewing learner progress and targets. |

| Title: | Action Research |
| --- | --- |
| Unit Number: | A/651/1671 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*The learner can:* | |
| --- | --- | --- | --- |
| 1 | Understand the purpose and nature of action research. | 1.1 | Explain the purpose of action research. |
| | | 1.2 | Analyse key features of the action research process. |
| | | 1.3 | Analyse the implications of a model of action research. |
| 2 | Initiate Action Learning. | 2.1 | Justify own choice of an area of practice for action research. |
| | | 2.2 | Plan a clear intervention strategy. |
| | | 2.3 | Justify the choice and timescales of an intervention strategy. |
| | | 2.4 | Explain how ethical and political considerations and issues of confidentiality will be observed in practice. |
| | | 2.5 | Implement a clear intervention strategy. |
| 3 | Understand ways of carrying out action research. | 3.1 | Evaluate methods for action research. |
| | | 3.2 | Evaluate methods of collecting qualitative and quantitative data. |
| | | 3.3 | Review ways in which collected data may be analysed. |
| 4 | Carry out action research. | 4.1 | Draw on selected literature relating to an area of practice for action research. |
| | | 4.2 | Justify own choice of methods selected for action research. |
| | | 4.3 | Collect data relating to an area of practice for action research. |
| | | 4.4 | Analyse data collected from action research. |
| | | 4.5 | Present data collected from action research. |
| | | 4.6 | Draw conclusions based on findings from action research. |
| 5 | Present the outcomes of action research. | 5.1 | Report own findings and conclusions from action research. |
| | | 5.2 | Justify own recommendations for action to be taken based on conclusions from action research. |

| 6 | Evaluate own practice in relation to action research. | 6.1 | Analyse the effectiveness of own practice in relation to action research. |
|---|---|---|---|
| | | 6.2 | Identify own strengths and areas for improvement in relation to action research. |
| | | 6.3 | Plan opportunities to improve own skills in action research. |

| Title: | Developing, Using and Organising Resources Within a Specialist Area |
|---|---|
| Unit Number: | D/651/1672 |

| Learning Outcomes *The learner will be able to:* | | Assessment Criteria *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 | Develop and use inclusive resources in own specialist area. | 2.1 | Analyse principles of resource design. |
| | | 2.2 | Evaluate sources that inform resource development in own specialist area. |
| | | 2.3 | Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area. |
| | | 2.4 | Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area. |
| | | 2.5 | Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area. |
| | | 2.6 | Employ resources to engage and meet the individual needs of learners in own specialist area. |
| 3 | Understand how to organise and enable access to resources. | 3.1 | Explain ways in which resources can be classified and stored. |
| | | 3.2 | Review ways of sharing resources with other learning professionals. |
| 4 | Understand legal requirements and responsibilities relating to the development and use of resources. | 4.1 | Review legal requirements and responsibilities relating to the development and use of resources. |
| | | 4.2 | Analyse the implications of intellectual property rights and copyright for the development and use of resources. |
| 5 | Be able to evaluate own practice in relation to development and use of resources in own specialist area. | 5.1 | Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area. |
| | | 5.2 | Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area. |
| | | 5.3 | Plan opportunities to improve own skills in development and use of resources in own specialist area. |

| Title: | Effective Partnership Working in the Learning and Teaching Context |
|---|---|
| Unit Number: | F/651/1673 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*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 | *Cont.* | 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. |

| Title: | Inclusive Practice |
| --- | --- |
| Unit Number: | H/651/1674 |

| Learning Outcomes | | Assessment Criteria | |
| --- | --- | --- | --- |
| *The learner will be able to:* | | *The learner can:* | |
| 1 | Understand factors which influence learning. | 1.1 | Review the impact of personal, social and cultural factors on learning. |
| | | 1.2 | Review the impact of different cognitive, physical, and sensory abilities on learning. |
| 2 | Understand the impact of policy and regulatory frameworks on inclusive practice. | 2.1 | Summarise policy and regulatory frameworks relating to inclusive practice. |
| | | 2.2 | Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice. |
| | | 2.3 | Explain how policy and regulatory frameworks influence own inclusive practice. |
| 3 | Understand roles and responsibilities relating to inclusive practice. | 3.1 | Summarise own role and responsibilities relating to inclusive practice. |
| | | 3.2 | Explain the relationship between own role and the roles of other professionals involved in inclusive practice. |
| | | 3.3 | Identify points of referral available to meet individual learning needs. |
| 4 | Understand how to create and maintain an inclusive learning environment. | 4.1 | Review key features and benefits of an inclusive learning environment. |
| | | 4.2 | Analyse ways to promote equality and value diversity. |
| | | 4.3 | Analyse ways to promote inclusion. |
| | | 4.4 | Review strategies for effective liaison between professionals involved in inclusive practice. |
| 5 | Understand how to evaluate own inclusive practice. | 5.1 | Review the effectiveness of own inclusive practice. |
| | | 5.2 | Identify own strengths and areas for improvement in relation to inclusive practice. |
| | | 5.3 | Plan opportunities to improve own skills in inclusive practice. |

| Title: | Teaching in a Specialist Area |
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| **Unit Number:** | J/651/1675 |

| Learning Outcomes<br>*The learner will be able to:* | | Assessment Criteria<br>*The learner can:* | |
| --- | --- | --- | --- |
| 1 | Understand the aims and philosophy of education and training in a specialist area. | 1.1 | Explain key aims of education and training in own specialist area. |
| | | 1.2 | Analyse philosophical issues relating to education and training in own specialist area. |
| 2 | Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area. | 2.1 | Describe the aims and structure of key qualifications in own specialist area. |
| | | 2.2 | Describe the aims and structure of learning programmes in own specialist area. |
| | | 2.3 | Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met. |
| 3 | Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area. | 3.1 | Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area. |
| | | 3.2 | Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies. |
| 4 | Understand how to use resources for inclusive teaching and learning in a specialist area. | 4.1 | Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area. |
| | | 4.2 | Analyse the inclusiveness of own use of teaching and learning resources in a specialist area. |
| 5 | Be able to work with others within a specialist area to develop own practice. | 5.1 | Liaise with others within a specialist area to develop own practice. |
| | | 5.2 | Review the impact of liaison with other teachers and trainers within own specialist area on own practice. |

| 6 | Be able to evaluate, improve and update own knowledge and skills in a specialist area. | 6.1 | Review the effectiveness of own knowledge and skills in a specialist area. |
| | | 6.2 | Identify own strengths and areas for improvement in relation to practice in a specialist area. |
| | | 6.3 | Identify opportunities to improve and update own knowledge and skills in a specialist area. |

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