



OTHM LEVEL 5 DIPLOMA IN EDUCATION AND TRAINING

Qualification Number: 603/6069/0
Specification | 2023

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QUALIFICATIONS OBJECTIVES

The OTHM Level 5 Diploma in Education and Training is a teaching qualification which has a teaching/training practice requirement. It is an 'in service' qualification designed for those working or wishing to work as teachers/trainers in England. All learners must have access to 100 hours of teaching and there must be a minimum of eight observations of practice, totalling a minimum of eight hours.

The objective of the OTHM Level 5 Diploma in Education and Training qualification is to give the learner the underpinning knowledge, understanding and skills needed to confirm occupational competence. This includes the planning and delivering of schemes of work and sessions, negotiation of individual goals, different teaching and learning strategies, communication issues and exploring a range of assessment practices. Additionally, optional units are available allowing the learner to explore areas directly relevant to their own teaching role.

The OTHM Level 5 Diploma in Education and Training is appropriate for teachers, tutors, trainers, lecturers and instructors who may be working within an FE college, Adult and Community Learning Centre or Learning Provider and for those delivering work-based training such as within voluntary, community, private and public organisations.

This qualification is only suitable for teaching learners who are 14 and over.

The aim of this qualification is to enable learners:

1. To understand the roles and responsibilities in relation to teaching
2. To understand appropriate teaching and learning approaches within the candidate's specialist area
3. To plan, deliver and evaluate teaching sessions
4. To understand the use of assessment methods and record-keeping

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit register of [Regulated Qualifications](#). OTHM has progression arrangements with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

Learners successfully completing this qualification will be eligible to progress to the status of QTLS (Qualified Teacher Learning and Skills). QTLS (Qualified Teacher Learning and Skills) status is the badge of professionalism for post-14 education and training, helping practitioners advance in their careers and demonstrate their expertise and experience to colleagues, employers and learners. SET members can gain QTLS status by successfully completing professional formation.



This is conferred through a separate and subsequent process called professional formation and is administered by the [Society for Education and Training \(SET\)](#) which is the professional body for those working as teachers and trainers in the sector.

REGULATORY INFORMATION

Qualification Title	OTHM Level 5 Diploma in Education and Training
Qualification Ref. Number	603/6069/0
Regulation Start Date	08/07/2020
Operational Start Date	13/07/2020
Duration	1 year
Total Credit Value	120
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	360 Hours
Teaching Practice	100 Hours
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

The OTHM Level 5 Diploma in Education and Training qualification is equivalent to the Certificate of Education (CertEd). It is also a good alternative to the Postgraduate Certificate in Education. This Level 5 Diploma in Education and Training will enable you to apply for Qualified Teacher Learning and Skills (QTLS).

QUALIFICATION STRUCTURE

The OTHM Level 5 Diploma in Education and Training qualification consists of 4 mandatory units plus 8 optional units, 1200 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 360. The maximum guided learning hours will be determined by the optional units selected.

Rules of combination

To achieve the OTHM Level 5 Diploma in Education and Training, learners must achieve a minimum of 120 credits;

- 75 credits must be achieved from the mandatory units in Group A
- 45 credits from the optional units in Group B.
- A minimum of 61 credits must be at Level 5

The learner will need to meet the requirements before OTHM can award the qualification, i.e., achieve the appropriate mandatory and optional units, as well as satisfactorily complete teaching practice.

Centres can use the Summary Record of Achievement Form to monitor learner progress - see *Appendix 3*.

Unit Ref. No.	Group A Mandatory Units: 75 credits	Level	Credit	GLH	TQT
Y/618/2799	Teaching, learning and assessment in education and training	4	20	65	200
F/618/2800	Theories, principles and models in education and training	5	20	60	200
J/618/2801	Developing teaching, learning and assessment in education and training	5	20	65	200
L/618/2802	Wider professional practice in education and training	5	15	50	150
Unit Ref. No.	Group B Optional Units: minimum 45 credits	Level	Credit	GLH	TQT
R/618/2803	Develop and prepare resources for learning and development	4	6	30	60
T/618/2812	Develop learning and development programmes	4	6	30	60
F/618/2814	Equality and diversity	4	6	25	60
L/618/2816	Evaluating learning programmes	4	3	15	30
R/618/2817	Identify the learning needs of organisations	4	6	30	60
Y/618/2818	Manage learning and development in groups	4	6	30	60
D/618/2819	Understanding and managing behaviours in a learning environment	5	6	20	60
R/618/2820	Action research	5	15	50	150
T/650/6829	Delivering Employability Skills	4	6	20	50
D/650/6830	Effective Partnerships Working in the Learning and Teaching Context	4	15	50	150
F/650/6831	Engage with Employers to Facilitate Workforces Development	4	6	30	60
H/650/6832	Inclusive Practice	4	15	50	150
J/650/6833	Internally Assure the Quality of Assessment	4	6	45	60
K/650/6834	Preparing for the Coaching Role	4	3	15	30
L/650/6835	Preparing for the Mentoring Role	4	3	15	30
M/650/6836	Preparing for the Personal Tutoring Role	4	3	15	30
R/650/6837	Principles and Practice of Lip-reading Teaching	4	12	48	100
T/650/6838	Specialist Delivery Techniques and Activities	4	9	30	60
Y/650/6839	Teaching in a Specialist Area	4	15	50	150
F/650/6840	Understanding and Managing Behaviours in a Learning Environment	4	6	20	50
H/650/6841	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	4	6	45	100
J/650/6842	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	4	6	45	100
K/650/6843	Action Learning to Support Development of Subject Specific Pedagogy	5	15	50	150
L/650/6844	Developing, Using and Organising Resources Within a Specialist Area	5	15	50	150
M/650/6845	Action Learning for Teaching in a Specialist Area of Disability	5	15	40	150

R/650/6846	Understanding Theories and Frameworks for Teaching Disabled Learners	5	15	40	140
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DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) are defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

For entry onto the OTHM Level 5 Diploma in Education and Training qualification, learners must:

- Hold a relevant vocational and/or academic qualification of at least the level above that of their learners and ideally a minimum Level 3 qualification in his/her own area of specialism.
- Have access to 100 teaching practice hours during which learners have full responsibility for planning, delivering and assessing specific area/s of the institution's provision.
- Minimum core of literacy, language, numeracy and ICT
- Learners must be 19 years old or older at the beginning of the course

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit [English Language Expectations](#) page in OTHM website www.othm.org.uk.

Centres need to ensure that learners are selected for suitability on the course, establishing that they meet the following minimum criteria:

- Can read and communicate clearly and accurately enough to meet the requirements of their training
- Do not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults.

Minimum core of literacy, language, numeracy and ICT

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector. The minimum core document comprises three sections:

- Language and literacy
- Numeracy
- Information and communication technology (ICT).

Each of these sections comprises two parts:

- Part A – knowledge and understanding
- Part B – personal skills

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the teaching qualifications. Details can be found in the document, *Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills. A guide for initial teacher education programmes* (LLUK, 2007; updated LSIS, 2013)

Elements of the minimum core should be selected appropriate to the context and needs of each cohort of trainee teachers. The selected elements should be delivered and assessed across the following mandatory units:

- Teaching, learning and assessment in education and training (Level 4)
- Developing teaching, learning and assessment in education and training (Level 5).

PROGRESSIONS

Learners successfully completing this qualification, will be eligible to progress to the status of Qualified Teacher Learning and Skills (QTLS). This is conferred through a separate and subsequent process called professional formation and is administered by the [Society for Education and Training](#) (SET) which is the professional body for those working as teachers and trainers in the sector.

The diploma also allows learners to continue their study towards a relevant Degree top-up programme with advanced standing at many universities in the UK and overseas. For more information visit [University Progressions](#) page in this page.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes, ensuring the requirement for assessed observations of practice is met.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH), which are listed in each unit, gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

CENTRE RESOURCE REQUIREMENTS

All those delivering units and/or observing and assessing practice for the OTHM Level 5 Diploma in Education and Training must have all of the following:

- A teaching qualification equivalent to Level 5 or above;
- Evidence of relevant teaching experience in an education or training context;
- Access to appropriate guidance and support; and
- On-going participation in related programme quality assurance processes.

Centre staffing will be checked as part of the centre approval process, in which we will ask for copies of CV's and teaching certificates.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments. CPD records of all staff members must be available for external quality assurance.

GENERAL RESOURCE REQUIREMENTS

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the delivery and assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure that there is continuing professional development for staff delivering the qualification.
- Centres should make provision for the mentoring of individuals undertaking initial teacher training.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.
- Centres must have a sufficiently rigorous internal quality assurance system in place.

ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

The OTHM Level 5 Diploma in Education and Training is a teaching qualification which has a teaching/training practice requirement. It is an 'in service' qualification designed for those working or wishing to work as teachers/trainers in England. The qualification will be assessed by a combination of assignments, a portfolio of teaching evidence and observation of teaching or training. Simulation of teaching is not permitted for this qualification.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Practice requirements

The practice component is a vital aspect of high-quality initial teacher training. There is a mandatory requirement for a minimum of 100 hours of practice and a requirement to evidence working with groups of learners to achieve this qualification.

There are different practice requirements for each unit in this qualification.

Effective teaching practice experience should ideally include:

- Different teaching practice locations/settings/contexts
- Teaching across more than one level
- Teaching a variety of learners
- Teaching individuals and groups
- Experience of non-teaching roles
- Gaining subject-specialist knowledge through workplace mentoring.

Ideally, trainee teachers should have access to as many of these elements as possible during their teaching practice.

Observed and Assessed Practice requirements

There must be a minimum of 8 observations totalling a minimum of 8 hours.

Any single observation must be a minimum of 30 minutes.

The 8 observations must be linked to the following mandatory units:

- Teaching, learning and assessment in education and training (Level 4)
- Developing teaching, learning and assessment in education and training (Level 5).

Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. For the Education and Training units, practice must be in a teaching and learning environment.

To be eligible for the award of credit for any 1 of the above 2 units, a trainee teacher must be able to provide evidence of a minimum of 2 assessed observations of practice that meet the required standard of practice.

To be eligible for the award of credit for both units, a trainee teacher must be able to provide evidence of a minimum of 8 assessed observations of practice that meet the required standard of practice.

Achievement of the unit Theories, Principles and Models in Education and Training (Level 5) is a prerequisite for achievement of the unit Developing Teaching, Learning and Assessment in Education and Training (Level 5).

As previously stated, some optional units from the Education and Training suite also require practice, including observation and assessment of practice. The number of observations of practice required and the number of hours to be observed and assessed are not specified for these optional units. These requirements are in addition to the observed and assessed practice requirements for the mandatory units identified.

OTHM have developed a set of recording forms for new and existing centres to use as appropriate (**see Appendix 1, 2 and 3**). Although it is anticipated that centres will use these

forms, centres may devise or customise alternative forms, which must be approved for use before they are used by learners and assessors at the centre.

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

Assessment Strategy

When planning the programme, the selected units can be delivered as 'standalone' units, or holistically across the qualification. However, if the units are delivered holistically, centres must assess each unit individually. This is to ensure that, should a learner leave the programme prior to completing the full qualification, the centre will be able to certificate the units that have been completed.

All units selected must be assessed to ensure that all assessment criteria have been met individually by each learner.

Learners must build a portfolio of evidence which:

- Enables each unit to be assessed independently
- Enables centres to claim any completed individual units if a learner withdraws from the programme before completing the whole qualification.
- Evidences that learners have taken part in a minimum of 100 hours of practice and eight hours of observed and assessed practice which meet the required standard of practice.

There are additional observed and assessed practice requirements for some optional units that belong to the Education and Training suite and the Learning and Development suite. These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units and are summarised in the separate guidance document.

Observation of Practice – Required Standard of practice

Observations of trainee teachers/trainers must be graded in accordance with the Ofsted guidelines. Assessed observations of practice should be appropriately spaced throughout the whole programme and take into account a trainee teacher/trainer's progress. Trainee teachers/trainers will therefore be observed at different stages in their development during the programme.

Further guidance is available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

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

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

Teaching, Learning and Assessment in Education and Training

Unit Reference Number	Y/618/2799
Unit Title	Teaching, learning and assessment in education and training
Unit Level	4
Number of Credits	20
Guided Learning Hours (GLH)	65
Total Qualification Time (TQT)	200
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The purpose of this unit is to provide the learner with knowledge, understanding and skills relating to teaching, learning and assessment in education and training. It includes understanding the role and responsibilities of a teacher in education and training, agreeing individual learning goals and planning, delivering and assessing inclusive teaching and learning, it involves creating and maintaining an inclusive learning environment and evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.

For this unit, centres need to ensure that all learners have the required access to a minimum of 20 hours of teaching practice while undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve the unit.

To be eligible for the award of credit for this unit, a learner must be able to provide evidence of a minimum of two assessed observations of their own teaching, that meet the required standard of practice. For the teaching observations, each learner must have access to appropriately qualified and experienced observers, either the programme tutor or a subject specialist from their specialist area, who must complete a written report for each completed observation (of a minimum of two x one-hour sessions or equivalent).

Learners should be encouraged to consider their own thoughts about their delivery, any feedback they receive and information from any research or written assignments in order to reflect on their own delivery and how they can improve their practice. This unit will provide evidence in some form of written assignment to evidence the knowledge assessment criteria and will also provide some product evidence which will be lodged in the portfolio of teaching evidence.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
<p>1. Understand roles, responsibilities and relationships in education and training.</p>	<p>1.1 Analyse own 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 Analyse the relationships and boundaries between the teaching role and other professional roles. 1.4 Describe points of referral to meet the needs of learners.</p>	<ul style="list-style-type: none"> ● The teacher/tutor/trainer’s contractual obligations relating to planning, enabling and assessing learning ● Key features of relevant legislation and national codes of professional practice: e.g. equality and diversity, health and safety, DDA ● The boundaries of the teacher/tutor/trainer’s responsibility and authority ● Points of referral for learners: e.g. learner advice services, learner support services, learning support services ● Individual learning needs: e.g. learning preferences, learning styles, learning difficulties and/or disabilities ● Initial Assessment: e.g. assessment tools and methodologies, questioning techniques, ways of collecting and recording information on learning aims and needs; strengths and limitations of types and methods initial of assessment in relation to individual and group learning needs ● Use of initial and diagnostic assessment to identify individual goals and needs
<p>2. Be able to use initial and diagnostic assessment to agree individual learning goals with learners.</p>	<p>2.1 Explain why it is important to identify and meet the individual needs of learners. 2.2 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals. 2.3 Use methods of initial and diagnostic assessment to agree individual learning goals with learners. 2.4 Record learners’ individual learning goals.</p>	

<p>3. Be able to plan inclusive teaching and learning.</p>	<p>3.1 Devise a scheme of work in accordance with internal and external requirements. 3.2 Design teaching and learning plans which respond to: the individual goals and needs of all learners and curriculum requirements 3.3 Explain how own planning meets the individual needs of learners. 3.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners. 3.5 Identify opportunities for learners to provide feedback to inform inclusive practice.</p>	<ul style="list-style-type: none"> ● Curriculum requirements: e.g. academic, vocational, technical, practical, English / Mathematics / ICT, awarding / professional body regulations ● Curriculum interpretation: e.g. specifications, schemes of work (content - e.g. topics, aims and objectives, teaching and assessment methods, resources) and session plans; teaching and learning strategies, tutor activities, learner activities, assessment methods, resources, timings, strategies for differentiation, language / literacy / numeracy /functional skills integration ● Teaching and learning approaches: e.g. the range of methods to promote and enable learning: small groups, pairs, role play, presentations, demonstrations, instruction, coaching, Q and A, simulation, learning triads, discussion, practical activities, jigsaw method, snowball etc., benefits and limitations of teaching and learning approaches ● Equality and Diversity Issues and the relevant legislation: e.g. DDA, Health and Safety, RDA, SDA,
<p>4. Be able to create and maintain a safe, inclusive teaching and learning environment.</p>	<p>4.1 Explain why it is important to promote appropriate behavior and respect for others. 4.2 Explain ways to promote equality and value diversity. 4.3 Establish and sustain a safe, inclusive learning Environment.</p>	

<p>5. Be able to deliver inclusive teaching and learning.</p>	<p>5.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners.</p> <p>5.2 Analyse benefits and limitations of communication methods and media used in own area of specialism.</p> <p>5.3 Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners.</p> <p>5.4 Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners.</p> <p>5.5 Demonstrate ways to promote equality and value diversity in own teaching.</p> <p>5.6 Adapt teaching and learning approaches and resources, including technologies to meet individual needs of learners.</p> <p>5.7 Communicate with learners and learning professionals to meet individual learning needs.</p>	<p>ADA, ways to promote Equality and Diversity in own practice</p> <ul style="list-style-type: none"> ● Effective learning environments: e.g. health and safety, ground rules- trust and support, mutual respect, confidentiality, maintaining interest and motivation, impact of different teaching styles and strategies, promoting learner participation, challenging inappropriate behaviour, layout of room, physical comfort (heating, lighting, noise levels,) ● How to facilitate learning for all e.g. differentiation of learning activities, resources, Access for All ● Strengths and limitations of types and methods of assessment: e.g. in relation to individual and group learning needs, validity, reliability and fairness, in relation to producing current, authentic and sufficient evidence ● Communication: e.g. How to put learners at ease, types of communication: verbal, non-verbal, facial expressions, body language, cultural differences, active listening, how to avoid bias. groups, 1:1, Effective communication: e.g. clear and concise information, clear expression of ideas, listening and responding to
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<p>6. Be able to assess learning in education and training.</p>	<p>6.1 Explain the purposes and types of assessment used in education and training. 6.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners. 6.3 Use types and methods of assessment, including peer and self-assessment to:</p> <ul style="list-style-type: none"> ● involve learners in assessment ● meet the individual needs of learners ● enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current; and ● meet internal and external assessment requirements <p>6.4 Use questioning and feedback to contribute to the assessment process. 6.5 Record the outcomes of assessments to meet internal and external requirements. 6.6 Communicate assessment information to other professionals with an interest in learner achievement.</p>	<p>learners, questioning techniques, managing discussion, role of audio-visual aids, ICT, benefits and limitations of communication methods and media</p> <ul style="list-style-type: none"> ● Teaching and learning resources and materials: e.g. hand-outs, worksheets, case studies, diagrams and charts, textbooks, journals, magazines, leaflets, TV and video, slide projector, data panel, internet, intranet, real objects including how to evaluate learning resources for suitability for the learner: Readability SMOG, fonts, font sizes, page layout. ● Learning preferences: e.g. visual, auditory, kinaesthetic Inclusive learning; Identifying and meeting individual learning needs, liaising with parties offering curriculum support: e.g. Learning and Resource Centre, Learning Support, Learner Support., Language / Literacy / Numeracy / Functional Skills workshops ● How to adapt learning resources for learners of differing abilities. ● Strengths and limitations of teaching resources in relation to individual and group learning needs ● How technologies can be used to adapt the teaching to meet learners' needs.
<p>7. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning.</p>	<p>7.1 Analyse ways in which the minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning. 7.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning.</p>	<ul style="list-style-type: none"> ● How resources and teaching strategies can be adapted to meet learners' needs ● Types of assessment: initial, diagnostic, formative, summative, purposes of different types of assessment ● Assessment methods: e.g., multiple-choice questions, short answer questions, essays, projects, coursework, examinations, practical activities, observations,

<p>8. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning.</p>	<p>8.1 Review the effectiveness of own practice in planning, delivering, and assessing inclusive teaching and learning taking account of the views of learners and others.</p> <p>8.2 Identify areas for improvement in own practice in planning, delivering, and assessing inclusive teaching and learning.</p>	<p>discussion, question and answer, peer assessment, self-assessment</p> <ul style="list-style-type: none"> ● Systems and procedures for recording assessment information: e.g., internal, and external requirements, flow of information, learner involvement, confidentiality ● Effective feedback: e.g., identifying strengths and areas for development, focussing on specifics, timing of feedback, mode of feedback – oral, written, 1:1, whole group ● Minimum Core: Demonstrating and developing own literacy, language, ICT and mathematic in line with minimum core requirements and awareness of personal, social, and cultural factors influencing language, literacy, mathematical and ICT learning, and development of learners. ● Reflection, evaluation, and feedback: personal reflection on the content and delivery of teaching and learning and how to develop skills further. Using feedback from others to improve own practice. e.g., role of reflection, methods of evaluation, content of evaluations, the importance of learner feedback, peer feedback, external feedback, manager feedback.
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Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO 1, 2, 3, 4, 5, 6, 7, 8	AC 1.2, 1.3, 1.4, 2.1, 2.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 7.1, 8.1, 8.2	Report(s)	4000 words
LO 2, 3, 4, 5, 6, 7	AC 2.3, 2.4, 3.1, 3.2, 3.5, 4.3, 5.4,5.5, 5.6, 5.7, 6.3, 6.4, 6.5, 6.6, 7.2	Observation of Practice	As per template provided in assignment brief – see Appendix 1

Indicative reading list

Avis J, Fisher R and Thompson R (eds). (2009). *Teaching in Lifelong Learning: A Guide to Theory and Practice*. Open University Press

Beere J. (2010). *The Perfect (Ofsted) Lesson*. Crown House Publishing.

Gadsby C. (2012). *Perfect Assessment for Learning*. Independent Thinking Press.

Gould J. (2012). *Learning Theory and Classroom Practice in the LLLS*. Learning Matters.

Petty G. (2009). *Evidence-Based Teaching: A Practical Approach, Second Edition*. Nelson Thornes.

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

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

Theories, Principles and Models in Education and Training

Unit Reference Number	F/618/2800
Unit Title	Theories, principles and models in education and training
Unit Level	5
Number of Credits	20
Guided Learning Hours (GLH)	60
Total Qualification Time (TQT)	200
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The purpose of this unit is to provide the learner with knowledge and understanding of theories, principles and models applied to education and training. It includes application of theories, principles and models of learning, communication and assessment in education and training, the application of theories and models of curriculum development within own area of specialism, and the application of theories and models of reflection and evaluation to the evaluation of own practice.

This unit is a prerequisite for the Developing, Teaching, Learning and Assessment in Education and Training unit (Level 5)

Learners must be given opportunities to show development of the knowledge, understanding and skills demonstrated in other units. There is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication and assessment. This is a knowledge-based unit and therefore there is no requirement for assessment of evidence based on teaching practice, however it is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand the application of theories, principles and models of learning in education and training.	1.1 Analyse theories, principles, and models of learning 1.2 Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment 1.3 Analyse models of learning preferences. 1.4 Explain how identifying and taking account of learners’ individual learning preferences enables inclusive teaching, learning and assessment.	<ul style="list-style-type: none"> ● Factors affecting learning and achievement: e.g., personal, social and cultural factors, previous learning experiences, teacher expectations. ● Theories of learning: e.g., cognitive theories (Ausubel, Gagne), constructivist theories (Petty, Piaget, Vygotsky, Dewey, Bruner), behaviourist theories (Pavlov, Thorndike, Skinner), social learning theory (Bandura) humanistic theories (Maslow, Rogers, Knowles), experiential learning theories (Kolb, Dewey), domains of learning. ● Principles of learning: e.g., clear statement of aims and objectives/outcomes, sequencing and chunking learning, relevance and level of material, opportunities for learners to work at own pace, active involvement of learners, timely feedback on progress, law of effect, law of exercise, peer learning. ● Communication: e.g., theories (interpersonal - cognitive dissonance theory, group - accommodation theory), transmission, exchange, context, principles (knowledge of topic, knowledge of audience, knowledge of purpose, dealing with interruptions and objections, presenting information in different ways, use of multiple techniques, listening and responding to learners, questioning techniques, managing
2. Understand the application of theories, principles and models of communication in education and training.	2.1 Analyse theories, principles and models of communication. 2.2 Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment.	
3. Understand the application of theories, principles and models of assessment in education and training.	3.1 Analyse theories, principles and models of assessment. 3.2 Explain ways in which theories, principles and models of assessment can be applied in assessing learning.	
4. Understand the application of theories and models of curriculum development within own area of specialism.	4.1 Analyse theories and models of curriculum development. 4.2 Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism.	

<p>5. Understand the application of theories and models of reflection and evaluation to reviewing own practice.</p>	<p>5.1 Analyse theories and models of reflection and evaluation. 5.2 Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice.</p>	<p>discussion, role of audio-visual aids, use of technology, managing groups.</p> <ul style="list-style-type: none"> ● Theories, principles and applications of assessment: e.g. validity, reliability, relevance and transferability, explicitness, transparency and accessibility of assessment information, inclusivity and equity, clear links with course learning outcomes/objectives; manageability of assessment load; use of both formative and summative assessment, assessment for and of learning, timing of assessment and feedback; norm and criterion referencing, benefits and limitations of different approaches to assessment (performance focused e.g. interview, process focussed e.g. performance of dance, product e.g. essay, constructed response format e.g. labelling a diagram, selected response format, e.g. multiple choice), different types of assessment and their purposes (initial, diagnostic, formative and summative, identifying level, identifying prior knowledge and skills, identifying individual learning goals and needs, measuring/recognising progress and achievement, comparing learners, motivating learners, informing evaluation of teaching and learning), applications of formal and informal assessment and their roles in learning and evaluation, role and value of peer and self-assessment. ● Assessment approaches: e.g., recognition of prior learning, formative and summative models, assessment for and of learning, continuous, modular, end of course/programme, breadth and depth of coverage of learning objectives/outcomes, aligning assessment methods and tasks to learning objectives, controlled assessment.
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		<ul style="list-style-type: none"> ● Key concepts in assessment: e.g., validity, reliability, sufficiency, authenticity, currency, fairness, objectivity, discrimination, safety. ● Assessment methods: e.g., question and answer, discussion, multiple choice questions, short answer questions, essays, projects, coursework, examinations, practical activities, role play, simulation, worksheets, observation of tasks and participation/interaction against external specifications and criteria; benefits and limitations of different methods in meeting individual and group learning needs, peer and self-assessment. <ul style="list-style-type: none"> □ Inclusive learning and teaching environments: e.g. ground rules/learning contracts, promoting learner participation, maintaining interest and motivation, impact of different learning preferences/styles , learner and learning support, trust and mutual respect, confidentiality, challenging inappropriate behaviour , health and safety, layout of room, physical comfort (heating, lighting, noise levels,) availability of and access to inclusive resources including assistive/inclusive learning technologies, celebrating diversity. ● Inclusive learning and teaching activities: e.g., pair work, small group work, whole group discussion, question and answer, role play, simulations, presentations, demonstrations, snowball, jigsaw (Geoff Petty). ● Theories of curriculum development e.g., Product and process models, Subject -Centred Designs and Learner Centred Designs, Ralph Tyler and Hilda Taba Andragogy and Pedagogy ● Planning: e.g. content (teaching and learning strategies, tutor activities, learner activities, assessment methods, resources, timings, strategies for differentiation, language / literacy /
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		<p>numeracy /functional skills integration, use of ICT/ILT, health and safety issues, equality and diversity issues, safeguarding).</p> <ul style="list-style-type: none"> ● Differentiation: e.g. ways to differentiate (differentiation by outcome, level/ability and by method for different learning preferences/styles (visual /auditory/ kinesthetic ,pragmatist/ activist theorist/ reflector), (assertive questioning, buzz groups: assertive style, learners creating hand-outs, leaflets or posters, individualised writing task for learners, worksheets, formative quizzes and tests, experiment/practical 'discovery style', learners explaining tasks, learner presentations, guided discovery, teacher questions with wait time, paired learner practice, peer checking, teacher led whole class discussion, learners carrying out research). ● Contractual obligations relating to planning and enabling inclusive learning and teaching e.g., legislation, internal policies, and procedures, awarding body regulations. ● Relevant legislation: e.g., Equality Act 2010, Special Educational Needs and Disability Act 2001, Health and Safety at Work Act 1974 ● Constructive feedback: e.g., identifying strengths and areas for development, focusing on specifics, timing of feedback, opportunities for learners to ask questions, peer feedback. ● Evaluation of practice: personal reflection on own inclusive practice identifying strengths and areas for improvement in own inclusive practice, methods of evaluation, obtaining and using feedback from others to improve own inclusive practice, the importance of learner feedback, peer feedback, external feedback, manager feedback, plan and implement professional development.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
All 1 to 5	All ACs under 1 to 5	Report	3500 words

Indicative reading list

Avis J, Fisher R and Thompson R (eds) (2009). *Teaching in Lifelong Learning: A Guide to Theory and Practice*. Open University Press.

Brookfield S D. (1995). *Becoming a Critically Reflective Teacher*. Jossey-Bass Higher and Adult Education.

Cohen L, Manion L, Morrison K and Wyse D (2017). *A Guide to Teaching Practice*, 5th edition. Routledge.

Corder N. (2007) *Learning to Teach Adults: an Introduction*. Routledge Falmer.

Gould J (2012). *Learning Theory and Classroom Practice in the LLLS*. Learning Matters.

Hillier Y (2005). *Reflective Teaching in Further and Adult Education*. Continuum.

Bloomer M (2002). *Curriculum Making in Post-16 Education*. Routledge.

Developing Teaching, Learning and Assessment in Education and Training

Unit Reference Number	J/618/2801
Unit Title	Developing teaching, learning and assessment in education and training
Unit Level	5
Number of Credits	20
Guided Learning Hours (GLH)	65
Total Qualification Time (TQT)	200
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The purpose of this unit is to provide the learner with knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning. It involves applying theories of behaviour management in creating and maintaining an inclusive learning environment and applying theories and models of reflection to evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.

The unit Theories, Principles and Models in Education and Training (Level 5) is a prerequisite for this unit.

For this unit, centres need to ensure that all learners have the required access to a minimum of 20 hours of teaching practice while undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve the unit.

To be eligible for the award of credit for this unit, a learner must be able to provide evidence of a minimum of two assessed observations of their own teaching, that meet the required standard of practice. For the teaching observations, each learner must have access to appropriately qualified and experienced observers, either the programme tutor or a subject specialist from their specialist area, who must complete a written report for each completed observation (of a minimum of two x one-hour sessions or equivalent).

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Be able to investigate practice in own area of specialism.	1.1 Analyse the application of pedagogical principles in own area of specialism. 1.2 Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism.	<ul style="list-style-type: none"> ● Pedagogical principles: application in areas of specialism ● Creative and innovative approaches: use in areas of specialism ● Factors affecting learning and achievement: e.g., personal, social and cultural factors, previous learning experiences, teacher expectations. ● Initial Assessment: e.g., assessment tools and methodologies, questioning techniques, ways of collecting and recording information on learning aims and needs; strengths and limitations of types and methods of assessment in relation to individual and group learning needs ● Theories of learning: e.g., cognitive theories (Ausubel, Gagne), constructivist theories (Petty, Piaget, Vygotsky, Dewey, Bruner), behaviourist theories (Pavlov, Thorndike, Skinner), social learning theory (Bandura) humanistic theories (Maslow, Rogers, Knowles), experiential learning theories (Kolb, Dewey), domains of learning. ● Principles of learning: e.g., clear statement of aims and objectives/outcomes, sequencing and chunking learning, relevance and level of material, opportunities for learners to work at own pace, active involvement
2. Be able to apply theories, principles and models of learning, communication, and assessment to planning inclusive teaching and learning.	2.1 Use initial and diagnostic assessment to agree learners' individual learning goals and learning preferences 2.2 Devise a scheme of work taking account of the needs of learners, the delivery model, and internal and external requirements. 2.3 Design teaching and learning plans which take account of the individual goals, needs and learning preferences of all learners, and curriculum requirements. 2.4 Identify opportunities for learners and others to provide feedback to inform inclusive practice. 2.5 Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment.	

<p>3. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment.</p>	<p>3.1 Analyse theories of behaviour management. 3.2 Establish and sustain a safe, inclusive learning environment. 3.3 Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management.</p>	<p>of learners, timely feedback on progress, law of effect, law of exercise, peer learning.</p> <ul style="list-style-type: none"> ● Planning: e.g. content (teaching and learning strategies, tutor activities, learner activities, assessment methods, resources, timings, strategies for differentiation, language / literacy / numeracy /functional skills integration, use of ICT/ILT, health and safety issues, equality and diversity issues, ECM).
<p>4. Be able to apply theories, principles and models of learning and communication to deliver inclusive teaching and learning.</p>	<p>4.1 Design resources that: actively promote equality and value diversity; and meet the identified needs of specific learners 4.2 Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners. 4.3 Demonstrate ways to promote equality and value diversity in own teaching. 4.4 Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression. 4.5 Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication.</p>	<ul style="list-style-type: none"> ● Communication: e.g., theories (interpersonal - cognitive dissonance theory, group - accommodation theory), transmission, exchange, context, principles (knowledge of topic, knowledge of audience, knowledge of purpose, dealing with interruptions and objections, presenting information in different ways, use of multiple techniques, listening and responding to learners, questioning techniques, managing discussion, role of audio-visual aids, use of technology, managing groups. ● Contractual obligations relating to planning and enabling inclusive learning and teaching e.g., legislation, internal policies and procedures, awarding body regulations. ● Theories of behaviour management e.g., Skinner- Individual learning needs: e.g., inclusive learning,

<p>5. Be able to apply theories, models and principles of assessment to assessing learning in education and training.</p>	<p>5.1 Design assessments that meet the individual needs of learners. 5.2 Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements 5.3 Demonstrate the use of assessment data in monitoring learners' achievement, attainment, and progress. setting learners targets, planning subsequent sessions; and recording the outcomes of assessment 5.4 Communicate assessment information to other professionals with an interest in learner achievement. 5.5 Explain how own assessment practice has taken account of theories, models and principles of assessment.</p>	<p>learning styles, preferences, difficulties and/or disabilities</p> <ul style="list-style-type: none"> ● Barriers to learning e.g., previous learning experiences, social and personal factors ● Inclusive communication processes: e.g., clear and concise information, clear expression of ideas, listening and responding to learners, questioning techniques, managing discussion, role of visual aids, ICT ● Inclusive learning and teaching environments: e.g. ground rules/learning contracts, promoting learner participation, maintaining interest and motivation, impact of different learning preferences/styles , learner and learning support, trust and mutual respect, confidentiality, challenging inappropriate behaviour , health and safety, layout of room, physical comfort (heating, lighting, noise levels,) availability of and access to inclusive resources including assistive/inclusive learning technologies, celebrating diversity. ● Inclusive learning and teaching activities: e.g., pair work, small group work, whole group discussion, question and answer, role play, simulations, presentations, demonstrations, snowball, jigsaw
<p>6. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning.</p>	<p>6.1 Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning. 6.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning.</p>	

<p>7. Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning.</p>	<p>7.1 Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning.</p> <p>7.2 Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning.</p>	<ul style="list-style-type: none"> • Differentiation: e.g. ways to differentiate (differentiation by outcome, level/ability and by method for different learning preferences/styles (visual /auditory /kinaesthetic, pragmatist /activist /theorist / reflector), (assertive questioning, buzz groups: assertive style, learners creating hand-outs, leaflets or posters, individualised writing task for learners, worksheets, formative quizzes and tests, experiment/practical 'discovery style', learners explaining tasks, learner presentations, guided discovery, teacher questions with wait time, paired learner practice, peer checking, teacher led whole class discussion, learners carrying out research. • Theories, principles and applications of assessment: e.g. validity, reliability, relevance and transferability, explicitness, transparency and accessibility of assessment information, inclusivity and equity, clear links with course learning outcomes/objectives; manageability of assessment load; use of both formative and summative assessment, assessment for and of learning, timing of assessment and feedback; norm and criterion referencing, benefits and limitations of different approaches to assessment (performance focussed e.g. interview, process focussed e.g. performance of dance, product e.g. essay, constructed response format e.g. labelling a diagram, selected response format, e.g. multiple choice), different types of assessment and their purposes (initial, diagnostic, formative and summative, identifying level, identifying prior knowledge and skills, identifying individual learning goals and needs, measuring/recognising progress and achievement, comparing learners, motivating learners, informing evaluation of teaching and learning), applications of formal and informal
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		<p>assessment and their roles in learning and evaluation, role and value of peer and self-assessment.</p> <ul style="list-style-type: none"> ● Assessment approaches: e.g., recognition of prior learning, formative and summative models, assessment for, of and as learning, continuous, modular, end of course/programme, breadth, and depth of coverage of learning objectives/outcomes, aligning assessment methods and tasks to learning objectives, controlled assessment. ● Key concepts in assessment: e.g., validity, reliability, sufficiency, authenticity, currency, fairness, objectivity, discrimination, safety. ● Assessment methods: e.g., question and answer, discussion, multiple choice questions, short answer questions, essays, projects, coursework, examinations, practical activities, role play, simulation, worksheets, observation of tasks and participation/interaction against external specifications and criteria; benefits and limitations of different methods in meeting individual and group learning needs, peer and self-assessment. □ Use of assessment data; to monitor learning, to inform future learning, to record learning, concepts of achievement, attainment and progress ● Equality and diversity issues for the assessment of learning e.g. Equality Act 2010, Special Educational Needs and Disability Act 2010, culture-fair assessment, learner and learning support services, entitlement and procedures. Learning styles/preferences, ways to promote equality and diversity in own practice ● Reflection, evaluation, and feedback: personal reflection on the planning, delivering and assessing of inclusive teaching and learning and how to develop skills further. Using feedback from others to improve own practice. e.g., role of reflection, methods of
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		<p>evaluation, content of evaluations, the importance of learner feedback, peer feedback, external feedback, manager feedback</p> <ul style="list-style-type: none"> ● Constructive feedback: e.g., identifying strengths and areas for development, focussing on specifics, timing of feedback, opportunities for learners to ask questions, peer feedback. ● Minimum Core: how minimum core elements can be integrated and applied when planning and enabling inclusive learning and teaching: personal social and cultural factors influencing language, literacy, numeracy and ICT learning and development and explicit knowledge of language, the four skills of speaking, listening, reading and writing, numeracy communication and processes, and ICT.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO 1, 2, 3, 4, 5, 6, 7, 8	AC 1.1, 1.2, 2.5, 3.1, 3.3, 4.5, 5.5, 6.1, 7.2	Report(s)	4000 words
LO 2, 3, 4, 5, 6, 7	AC 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.2, 7.1	Observation of Practice	As per template provided in assignment brief – see Appendix 2

Indicative reading list

Beere J (2010). *The Perfect (Ofsted) Lesson*. Crown House Publishing.

Gadsby C (2012). *Perfect Assessment for Learning*. Independent Thinking Press.

Gould J (2012). *Learning Theory and Classroom Practice in the LLLS*. Learning Matters.

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

Kidd W & Czerniawski G (2011). *Successful Teaching 14-19*. Sage Publications.

Petty G (2009). *Evidence-Based Teaching: A Practical Approach*, Second Edition. Nelson Thornes.

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

Wider Professional Practice in Education and Training

Unit Reference Number	L/618/2802
Unit Title	Wider professional practice in education and training
Unit Level	5
Number of Credits	15
Guided Learning Hours (GLH)	50
Total Qualification Time (TQT)	150
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The purpose of this unit is to enable the learner to understand and apply the concept of professionalism, and dual professionalism, in order to promote wider professional practice in education and training. Based on an understanding of professional values the learner will be able to appreciate influences on their practice, in an area of specialism, determining their role and responsibilities. The unit gives learners the opportunity to develop an understanding of the social, political and economic factors that influence policy and the impact that policy has on their curriculum and practice. The unit also encourages learners to explore the impact of organisational processes and procedures, including those resulting from increasing accountability to stakeholders and external bodies.

It is essential for learners to develop an understanding of the need for, and ways of contributing to, the quality assurance (QA) and quality improvement (QI) arrangements of an organisation. It is important to identify the role of the professional in promoting equality and diversity, as well as looking for opportunities to promote wider skills, knowledge and understanding to develop professional practice.

The unit gives learners the opportunity to address the need for evaluating and improving their own practice by identifying opportunities for personal and professional development.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Understand professionalism and the influence of professional values in education and training.	1.1 Define the concepts of professionalism and dual professionalism in education and training. 1.2 Explain ways in which own professional values influence own practice in an area of specialism.	<ul style="list-style-type: none"> ● Professionalism in the context of lifelong learning: e.g. concepts of professionalism and dual professionalism, professional standards, codes of professional practice, expected behaviours, depth and range of knowledge around subject specialism and learning and teaching, gaining and maintaining QTLS, ITE regulations, updating knowledge and skills, CPD regulations, roles, responsibilities, authority, respect, social inclusion, boundaries, values and judgements, national bodies (BIS, Ofsted, QAA, Ofqual, Skills Funding Agency, UKCES, Sector Skills Councils), contractual responsibilities (schemes of work, lesson plans, registers, ILPs, assessment, maintaining records), professional values, impact of own professional values on own practice ● Contribution of learning to personal development, economic growth, and community regeneration: e.g., social inclusion, engaging learners from under-represented groups, inclusive learning, community cohesion, social cohesion, local and regional demography and needs, working in partnerships. ● Government policies: e.g. Skills Strategy, New Challenges New Chances (Further Education and Skills System Reform Plan: Building a World Class System and Skills Investment Statement 20112014: Investing in a World Class Skills System), review of informal adult learning,
2. Understand the policy context of education and training.	2.1 Explain ways in which social, political, and economic factors influence education policy. 2.2 Analyse the impact of current educational policies on curriculum and practice in own area of specialism.	
3. Understand the impact of accountability to stakeholders and external bodies on education and training.	3.1 Explain the roles of stakeholders and external bodies in education and training. 3.2 Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training. 3.3 Explain why it is important to work in partnership with employers and other stakeholders in education and training. 3.4 Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism.	
4. 4 Understand the organisational context of education and training.	4.1 Explain key aspects of policies, codes of practice and guidelines of an organisation. 4.2 Analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism.	

<p>5. Be able to contribute to the quality improvement and quality assurance arrangements of own organisation.</p>	<p>5.1 Analyse the quality improvement and quality assurance arrangements of own organisation</p> <p>5.2 Explain the function of self-assessment and self-evaluation in the quality cycle</p> <p>5.3 Evaluate a learning programme taking account of the quality arrangements of own organisation</p> <p>5.4 Identify areas for improvement in a learning programme taking account of the outcomes of evaluation.</p>	<p>government targets (skills gaps, poverty, immigration, health, housing, social justice, urban and rural regeneration), QCF, implications of policies for practice in the lifelong learning sector and own specialist area, awareness of the need to keep up to date with policies and initiatives.</p> <ul style="list-style-type: none"> ● Stakeholders and external bodies: e.g., Ofsted, IfL, Education and Training Foundation, Ofqual, QAA, Awarding Organisations, Skills Funding Agency and their changes in response to other developments. ● Stakeholders including employers and how education and training can meet their needs, e.g., Employer Ownership of Skills Pilot. Skills Funding Agency, OFSTED, and government. ● Policies, codes of practice and guidelines in own organisation, e.g., Safeguarding, Risk Assessments, Inclusion, Equality and Diversity, Learning Support, Initial and diagnostic Assessment, Functional Skills, Qualifications of teaching staff, etc. ● Quality improvement and quality assurance: e.g. organisational quality arrangements and procedures, role and responsibilities in relation to quality improvement, maintaining accurate records of learners' goals, progress and achievement, obtaining learner feedback, internal standardisation/moderation/ verification, course review and evaluation, self-assessment at teacher, course, section and other levels within employing organisation, observations of teaching and learning, reviewing own performance and identifying training needs, distinction between assessment and evaluation, role of assessment and evaluation in the quality cycle, using data (retention rates, success rates and progression
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		rates – how to interpret MIS data and assess its validity and reliability), national benchmarking data, communication of information to others (relevant parties, confidentiality, Freedom of Information Act 2000, Data Protection Act 1998).
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Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Whilst there is no specific number of observations nor any specific hours of practice linked to this unit, both should run like a thread throughout the delivery of the qualification.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment Parameters
All 1 to 5	All ACs under LO 1 to 5	Report(s)	3000 words
		Observation of Practice	As per template provided in assignment brief – see Appendix 2

Indicative reading list

Armitage A, Bryant R. et al (2008). *Teaching and Training in Post-Compulsory Education*. Berks: OU Press.

Avis J, Fisher R and Thompson R (2009). *Teaching in Lifelong Learning: A Guide to Theory and Practice*, London: OUP

Brookfield, SD (2005). *The Power of Critical Theory for Adult Learning and Teaching*, Berks: OU Press

Corder, N (2007). *Learning to Teach Adults an introduction*, London:

Routledge Falmer Curzon, L B(2004). *Teaching in Further Education*. London:

Cassell Ecclestone, K (2010). *Transforming Formative Assessment in Lifelong Learning*. Maidenhead: OU Press Field,

Develop and Prepare Resources for Learning and Development

Unit Reference Number	R/618/2803
Unit Title	Develop and prepare resources for learning and development
Unit Level	4
Number of Credits	6
Guided Learning Hours (GLH)	30
Total Qualification Time (TQT)	60
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to assess a learning and development practitioner's competence in developing and preparing resources to support learning and development. 'Develop' covers preparing and producing resources 'from scratch' as well as adapting existing resources to meet the needs of learners. 'Resources' also cover the preparation of the learning environment, learning materials and equipment used to support learning. Examples of resources include technical equipment, IT-based learning, handouts, workbooks and visits to places of interest. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

There is a requirement for assessed observations of practice for this unit.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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	<ul style="list-style-type: none"> Principles underpinning resource selection and development: Consideration of existing resources, financial constraints and cost of developing new resources, purpose of the resource, needs of the learners in relation to the resource (e.g., level of complexity, use of images), different formats available (e.g., paper based, IT based within the learning and development environment and online,

	<p>1.3 Evaluate the contribution of technology to the development of learning and development resources.</p>	<p>practical objects), timescale for development of resources, copyright issues.</p> <ul style="list-style-type: none"> • Factors that are important when developing and preparing resources, conforming to national legislation and organisational policies: Equality and diversity legislation, protection, copyright issues, learning preferences, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities, learners' levels and corresponding reading ages, SMOG (Mclaughin formula/polysyllable count), strengths and limitations of specific resources, capabilities of the learners. • Technology and the development of learning and development resources: Capability of the learners, capabilities of the developer, availability of technology and facilities, strengths and limitations of technological resources, financial constraints, range of different resources available (youtube, research availability, presentation formats e.g., power point, poster, presentation, video clips etc.), how you use technology within the organisation.
<p>2. Be able to develop resources to meet learning and development needs.</p>	<p>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</p>	<ul style="list-style-type: none"> • Agreeing needs of learners for whom resources are being developed: Barriers to learning (institutional, social, cultural and personal barriers), learning preferences, self-reflection, written, verbal and non-verbal communication, questioning techniques, negotiation skills, capabilities of the learners, recording agreements. • Preparing resources for the delivery of learning and development, ensuring legislation and organisational health, safety, welfare, equality and inclusion requirements are met: Concept of the safe learner including identifying own health and safety responsibilities, identification of prohibitions

	<p>2.5 Evaluate the suitability of resources for learning and development.</p>	<p>and restrictions, safeguarding (e.g. every child matters), data protection legislation, organisational policies and practices (e.g. equality and diversity (stereotyping, discrimination)), impact of legislation on own practice, inclusive communication, learning preferences (e.g. VAK - Visual, Auditory, Kinesthetic, SMOG - Mclaughlin formula/polysyllable count), testing resources, readability of resources, strengths and limitations of range of resources (paper based, IT based, practical objects), representation of cultural difference, adapting resources to accommodate specific learning difficulties and disabilities.</p> <ul style="list-style-type: none"> ● Adaptations to and use of technology within resources to meet learning and development needs: Capabilities of the learners, capabilities of the developer, strengths and limitations of a variety of resources, barriers of adaptations available (e.g. copying, change of font size/selection, change of colour, putting resources online, use of technology to provide alternatives to delivery in a classroom, online programmes (e.g. health and safety). Guidance to assist those using learning and development resources: Guidance manuals, policies, procedures, lesson planning, needs of the learners, developing and adapting resources. ● Suitability of resources for learning and development: Feedback from a range of suitable sources (e.g., learners, tutors, awarding bodies), written, verbal and non-verbal communication, meetings and sharing of good practice.
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Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

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.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
All 1 to 2	All AC under LO 1 to 2	Guidance Report(s)	3500 words
		Observation of Practice	As per template provided in assignment brief – see Appendix 2

Indicative reading list

Cullen, R., Harris, M., Hill, R.R. and Wemer, M. (2012). *Learner-Centered Curriculum: Design and Implementation*. Jossey-Bass

Joyce, B. and Calhoun, E. (2010). *Models of Professional Development: A Celebration of Educators*. Thousand Oaks, CA: Corwin Press.

Lea J Hayes, D Armitage, A, Lomas, L and Markless, S. (2003). *Working in Post Compulsory Education*. Open University Press: London.

McKay, M. (2008). *Messages: The Communication Skills Book*. Oakland, CA: New Harbinger Publications.

Neary M. (2002). *Curriculum Studies in Post-Compulsory and Adult Education: A Teacher’s and Student Teacher’s Study Guide*. Nelson Thornes: London.

Pettigrew, A. M., Thomas, H. and Whittington, R. (eds.) (2006). *The Handbook of Strategy and Management*. Sage: London.

Stacey, R. D. (2010). *Strategic Management and Organisational Dynamics*. Harlow: Financial Times/Prentice Hall.

Winstanley, D. (2005). *Personal Effectiveness*. London: Chartered Institute of Personnel & Development.

Develop Learning and Development Programmes

Unit Reference Number	T/618/2812
Unit Title	Develop learning and development programmes
Unit Level	4
Number of Credits	6
Guided Learning Hours (GLH)	30
Total Qualification Time (TQT)	60
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to assess a learning and development practitioner's competence in developing learning and development programmes. It does not include the detailed preparation or implementation of the programme. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

There is a requirement for assessed observations of practice for this unit.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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 programmes that impact on: <ul style="list-style-type: none"> ● development ● delivery ● assessment and accreditation 1.3 Explain the importance of learner involvement when developing learning and development programmes.	<ul style="list-style-type: none"> ● Purpose of the learning and development programme, relationship of the programme to organisational goals. ● Factors of learning and development which impact on development/delivery/ assessment: Individual learning needs, learning preferences institutional, social, cultural, personal factors affecting learning and development, motivation theory (e.g. Maslow, Herzberg, McGregor), different methods of delivery to accommodate different learning preferences and different abilities or needs of the individual, different

	<p>1.4 Evaluate the risks that need to be managed when developing learning and development programmes.</p> <p>1.5 Compare methodologies to monitor and evaluate learning and development programmes.</p>	<p>assessment methods (e.g. observation, oral questions, written questions, project based assignment), formal, informal assessment, paper based and non-paper based assessment, awarding organisation requirements, legislation affecting learning and development (e.g. health and safety, equality data protection), codes of practice (e.g. NVQ code of practice, own subject specialism codes of practice), regulatory requirements (e.g. safeguarding), resource availability (e.g. personnel, accommodation, equipment), funding, availability, inclusion, differentiation, programme planning.</p> <ul style="list-style-type: none"> ● The importance of learner involvement when developing learning and development programmes: Learner empowerment, learner autonomy, current skills and abilities of learner, social, cultural and personal factors affecting learning, learner expectations, learning preferences. ● Risks that need to be managed when developing learning and development programmes: The concept of the safe learner including identification of hazards, risk and controls, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. ECM - Every Child Matters, be healthy, stay safe, make a positive contribution, enjoy and achieve, achieve economic wellbeing), data protection, organisational policies and practice (equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), impact of legislation on own practice. Methodologies to monitor and evaluate learning and development programmes. ● Evaluation theory (e.g., Kirkpatrick, Brookfield), qualitative and quantitative information, using
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		<p>feedback from a range of suitable sources (e.g. learners, management, work based assessors, employer, self-reflection), role of monitoring and evaluating in developing learning and development programmes, strengths and limitations of methodologies.</p>
<p>2. Be able to develop learning and development programmes</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Identify the learning outcomes required for learning and development programmes: Purpose of the programme, relationship of learning and development programme to achieving organisational goals, written, verbal and non-verbal communication, negotiation skills, target setting, SMART targets (Specific, Measurable, Achievable, Realistic and Time-Based). ● Develop a plan for learning and development programme: Aims and objectives, action planning, individual learning needs, learning preferences, institutional, social, cultural, personal factors affecting learning and development, motivation theory (e.g. Maslow, McGregor, Herzberg), different methods of delivery (e.g. one to one, paired work, small group teaching, whole group teaching, legislation affecting practice (e.g. health and safety, equality, data protection), organisational policy and practice, awarding organisation requirements, regulatory and funding body requirements, availability of resources (e.g. personnel, accommodation, equipment), inclusion, differentiation, funding availability. ● Plan the assessment approaches to meet the learning outcomes: Assessment theory, different types of assessment (e.g., initial, formative, summative), different methods of assessment (e.g., observation, oral questions, written questions, project base assignment) formal/informal assessment, paper based/ non-paper-based assessment, adapting assessment to meet special requirements, validity, reliability, safety, fairness of assessment.

		<ul style="list-style-type: none"> ● Produce resources for learning and development programmes: Strengths and limitations of specific resources (e.g., paper based, technology, practical objects etc.), learning preferences, representation of cultural differences, avoiding stereotyping inclusive language, adapting resources to accommodate specific learning difficulties and disabilities, existing resources, financial constraints.
<p>3. Be able to review learning and development programmes.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Evaluate the learning outcomes of the learning and development programme: Evaluation theory (e.g., Kirkpatrick, Brookfield), systematic reviews, qualitative and quantitative information, using feedback from a range of suitable sources (e.g., learners, work-based assessors, manager, employer, self-reflection), how the programme has contributed to organisational goals. ● Evaluate the delivery and assessment of the learning and development programme: Evaluation theory (e.g., Kirkpatrick, Brookfield, systematic reviews, qualitative and quantitative information, using feedback from a range of suitable sources (e.g., learners, work-based assessors, manager, employer, peer group, observation, self-reflection). Identify areas for improvement for learning and development programmes: ● Using feedback as a basis for improvement/target setting, SWOT analysis (strengths, weaknesses, opportunities, threats), action planning, SMART targets (Specific, Measurable, Achievable, Realistic and Time-Based).

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

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 for this learning outcome.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
All 1 to 3	All AC under LO 1 to 3	Portfolio of evidence	3500 words
		Observation of Practice	As per template provided in assignment brief – see Appendix 2

Indicative reading list

Avis J, Fisher R and Thompson R (eds). (2009). *Teaching in Lifelong Learning: A Guide to Theory and Practice*. Open University Press

Beere J. (2010). *The Perfect (Ofsted) Lesson*. Crown House Publishing.

Gadsby C. (2012). *Perfect Assessment for Learning*. Independent Thinking Press.

Gould J. (2012). *Learning Theory and Classroom Practice in the LLLS*. Learning Matters.

Petty G. (2009). *Evidence-Based Teaching: A Practical Approach, Second Edition*. Nelson Thornes.

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

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

Equality and Diversity

Unit Reference Number	F/618/2814
Unit Title	Equality and diversity
Unit Level	4
Number of Credits	6
Guided Learning Hours (GLH)	25
Total Qualification Time (TQT)	60
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to enable learner to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand the key features of a culture which promotes equality and values diversity.	1.1 Define the meanings of equality and diversity in the UK context. 1.2 Analyse the benefits of promoting equality and diversity for individual learners. 1.1 Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity.	<ul style="list-style-type: none"> Define the meanings of equality and diversity in the UK context: Strands of diversity (age, gender, religious belief, ethnicity, disability, sexual orientation, socio-economic status), definitions of equality and equal opportunities, definition of diversity, legislation relating to equality and diversity (E&D), reactive and proactive approaches to E&D. Analyse the benefits of promoting equality and diversity for individual learners: Benefits (enhanced cultural diversity, empowerment, increased involvement in society, improved employment opportunities, addressing barriers

		<p>to learning (instructional, social, cultural, and personal)), recruitment, retention and achievement, common inspection framework, Equality and Human Rights Commission.</p> <ul style="list-style-type: none"> ● Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity: Equality and Human Rights Commission, equality legislation, organisational policies (E&D policy, anti-bullying policy, anti-harassment policy, codes of practice, disciplinary process, complaints, and appeals process), group rules.
<p>2. Understand the importance of promoting equality and valuing diversity in lifelong learning.</p>	<p>2.1 Reflect on how the promotion of equality and diversity can protect learners from risk of harm</p> <p>2.2 Explain actions that can be taken to value individual learners.</p> <p>2.3 Explain good practice in providing individual learners with information.</p>	<ul style="list-style-type: none"> ● Reflect on how the promotion of equality and diversity can protect learners from risk of harm: Equality and Human Rights Commission, legislation (equality), organisational policies (E&D policy, anti-bullying policy, anti-harassment policy, codes of practice, disciplinary process, complaints, and appeals process), challenging stereotypes, challenging inappropriate behaviour and/or language. ● Explain actions that can be taken to value individual learners: Proactive management, individual learning plans, different methods of learning and teaching to accommodate individual learners' needs, adapting assessment methods to accommodate individual learners' needs, creating and adapting resources to avoid stereotyping, creating and adapting resources to ensure they are suitable for individual learners' needs. ● Explain good practice in providing individual learners with information: Information, advice and guidance, codes of practice and good practice guides, verbal and non-verbal

		<p>communication skills, good practice relating to providing feedback, written communication skills</p>
<p>3. Be able to promote equality and value diversity.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Use communication strategies to promote equality and diversity: Verbal and non-verbal communication skills, written communication, pitching communication at appropriate levels for the learners, acknowledging diversity in preparing resources, stereotyping, adapting resources to support individual learners, understanding cultural variation in language (language structure and gestures), referral agencies, different forms of communicating (posters, newsletters, e-mail, presentation, report). ● Analyse how own behaviour can impact on an organisation’s culture in relation to equality and diversity: Personal values and beliefs, self-reflection, organisational, formal culture (power culture, role culture, task culture, person culture), informal culture (routines, rituals, stories, symbols, measurement, and reward systems). ● Explain how working with other agencies can promote diversity: Liaison with other professionals, referral agencies, increased knowledge of other organisations (government and regional agencies, cultural groups, local societies, religious organisations, schools)
<p>4. Understand how to help others in the promotion of equality and valuing of diversity.</p>	<p>4.1 Describe actions by individuals which can undermine equality and diversity. 4.2 Recommend modifications to systems and structures which do not promote equality and diversity.</p>	<ul style="list-style-type: none"> ● Describe actions by individuals which can undermine equality and diversity: Stereotyping, discrimination (direct and indirect), bullying, harassment. ● Recommend modifications to deal with systems and structures which do not promote equality and diversity. Internal systems and processes, common inspection framework, equality

		legislation and its associated amendments, codes of practice, disciplinary process, complaints, and appeals process.
5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning.	<p>5.1 Reflect on own strengths in promoting equality and valuing diversity.</p> <p>5.2 Evaluate the impact of own practice in promoting equality and valuing diversity.</p> <p>5.3 Identify areas for further personal development in promoting equality and valuing diversity.</p>	<ul style="list-style-type: none"> ● Reflect on own strengths in promoting equality and valuing diversity: Self-reflection, obtaining feedback from a range of suitable sources (learners, peers, managers, awarding bodies, internal observations). ● Evaluate the impact of own practice in promoting equality and valuing diversity: Evaluation techniques (Brookfield’s lenses), obtaining feedback from a range of suitable sources (learners, peers, managers, awarding bodies). ● Identify areas for further personal development in promoting equality and valuing diversity: Action planning, SMART targets (specific, measurable, achievable, realistic, timely)

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
All 1 to 5	All ACs under 1 to 5	Case Study	3500 words

Indicative reading list

Avis J, Fisher R and Thompson R (eds). (2009). *Teaching in Lifelong Learning: A Guide to Theory and Practice*. Open University Press

Beere J. (2010). *The Perfect (Ofsted) Lesson*. Crown House Publishing.

Gadsby C. (2012). *Perfect Assessment for Learning*. Independent Thinking Press.

Gould J. (2012). *Learning Theory and Classroom Practice in the LLLS*. Learning Matters.

Petty G. (2009). *Evidence-Based Teaching: A Practical Approach, Second Edition*. Nelson Thornes.

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

Rix, J., Nind, M., Sheehy K. and Simmons, K. (2010). *Equality, Participation and Inclusion: 1, Diverse Perspectives*. Open University

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

Wright, A-M., Colquhoun, S. and Speare, J. (2007). *FE Lecturer's guide to Diversity and Inclusion*. Continuum

Evaluating Learning Programmes

Unit Reference Number	L/618/2816
Unit Title	Evaluating learning programmes
Unit Level	4
Number of Credits	3
Guided Learning Hours (GLH)	15
Total Qualification Time (TQT)	30
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to enable learners to understand the principles of evaluating learning programmes and use evaluation methods and data to understand how these can be used to improve learning programmes.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Understand the principles of evaluating learning programmes.	1.1 Analyse the principles of evaluating learning. 1.2 Discuss how the principles can be applied to learning programmes.	<ul style="list-style-type: none"> Involvement of employers, funders, learners, colleagues, inspectors, cultural diversity; cultural values; individual behaviour; group behaviour; selection processes; managing learner cohesion, achieving goals, within timescales, assessment requirements, achievement data, value-added, awarding organisation training or updating of curriculum requirements, updating technical knowledge and expertise.
2. Understand and use evaluation methods.	2.1 Develop a framework for the evaluation of learning programmes. 2.2 Devise objectives in order to achieve evaluation aims.	<ul style="list-style-type: none"> Fit-for-purpose, time management, meeting goals, content coverage, skills opportunities, targeted. Scope of approach, aims and objectives, level of evaluation required, cost/benefit consideration, clearly identified purpose, relevant individuals involved, learner satisfaction, reduction in skill gaps, improved work climate and culture,

	2.3 Apply and justify methods for evaluating the effectiveness of learning programmes.	time saving, return on investment, improved productivity, quality, customer service, increased customer base.
3. Understand how to collect and analyse data for the purpose of evaluating learning programmes.	<p>3.1 Apply relevant guidelines and legislation relevant to the collection and analysis of data.</p> <p>3.2 Apply and justify methods of collecting data used to evaluate learning programmes.</p> <p>3.3 Apply and justify methods of analysing data used to evaluate learning.</p>	<ul style="list-style-type: none"> Identify modification of future delivery, measure impact of change, flexible approaches to improve access to programme, opportunities for staff development, working with stakeholders. Through application of training and development policy, internal standardisation, monitoring and moderation policy, learner feedback, course or programme team review, appropriate documentation, internal quality improvement team, identified roles and responsibilities in relation to quality improvement, identifying workforce development needs.
4. Understand how evaluation results can be used to improve learning programmes.	<p>4.1 Apply techniques and methods to present an analysis of evaluation results.</p> <p>4.2 Explain how evaluation results can be used to improve learning programmes, identifying factors affecting implementation.</p>	<ul style="list-style-type: none"> Adapting language, adapting methodologies, recognising, and addressing barriers, engaging others in own communication. Analysing industry and competition; shift from operational to strategic management; strategies for cost advantage and differentiation advantage; strategy in times of change; resources, capabilities, and competitive advantage; alliances; diversification; internationalisation; strategy implementation; identify modification of future delivery, measure impact of change, flexible approaches to improve access to programmes, opportunities for staff development, working with stakeholders.
5. Understand how to evaluate the effectiveness of own practice.	5.1 Review own practice in evaluating learning, reflecting on validity and reliability of data collected and the effectiveness of methods used.	<ul style="list-style-type: none"> Formal and informal sources of support for development: organised learning activities, experience in the work setting, supervision, appraisal, mentoring, coaching, presentations and sharing good practice. Factors when considering professional development: allocation of budget, time, career goals, time off. Supporting others: open up discussion, observation of colleagues, share good practice. Application of reflective practice: how and where to seek information about current best practice; sources of feedback on practice; seeking a critique of skills, knowledge and practical competence;

		observations; mentoring and critical friend model; gathering and record information in order to engage in continuing professional development (CPD); influences on own knowledge, skills and practical competence.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
All 1 to 5	All ACs under 1 to 5	Report	3500 words

Indicative reading list

Armitage, A., Evershed, J., Hayes, D., Hudson, A., Kent, J., Lawes, S., Poma, S. and Renwick, M. (2012). *Teaching and training in post-compulsory education (4th edition)*. Open University Press

Avis, J., Fisher, R. and Thompson, R. (2009). *Teaching in Lifelong Learning: A Guide to Theory and Practice*. Open University Press

Brown, S., Race, P. and Smith B. (2004). *500 Tips on Assessment*. Routledge Falmer

Keeley-Browne, L. (2007). *Training to Teach in the Learning and Skills Sector*. Pearson Education

Petty, G. (2014). *Teaching Today: A Practical Guide. Fifth Edition*. Nelson Thornes

Reece, I. and Walker, S. (2007). *Teaching Training and Learning: A Practical Guide (6th Edition)*. Business Education

Scales, P. (2012). *Teaching in the Lifelong Learning Sector. (2nd edition)*. Open University Press

Tummons, J. (2011). *Assessing Learning in the Lifelong Learning Sector (3rd Ed)*. Learning Matters

Identify the Learning Needs of Organisations

Unit Reference Number	R/618/2817
Unit Title	Identify the learning needs of organisations
Unit Level	4
Number of Credits	6
Guided Learning Hours (GLH)	30
Total Qualification Time (TQT)	60
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to assess a learning and development practitioner's competence in carrying out a learning or training needs analysis for an organisation. 'Organisation' in this context is taken to mean any group or team learning together as well as a whole organisation. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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.	<ul style="list-style-type: none"> Principles and practices of learning needs analysis for organisations: Methods of identifying learning needs, skills/task analysis, TNA, DIF analysis, essential/desirable skills, importance/competency matrix, benefits of learning needs analysis. Factors that can influence the identification of organisational learning needs: Strengths, Weaknesses, Opportunities, Threats (SWOT analysis), Political, Economic, Social, Technological (PEST analysis), internal factors and external factors to the organisation, aims and purpose of the analysis (e.g. assess current

		<p>situation, skills, audit, current ability, identify skills and competencies that need developing, identify attitude to learning), internal influences (e.g. absenteeism, low morale, low productivity, staff turnover), external influences comprehension, current market conditions, customer complaints. Importance of gaining support and commitment of relevant personnel:</p> <ul style="list-style-type: none"> ● Identifying relevant personnel, key stakeholders (e.g. line managers, human resource personnel, individual learners/employees, supervisors, department heads, stakeholders/investors), influence of key stakeholder, benefit of key stakeholder commitment (e.g. meeting organisational goals, maintaining/gaining competitive advantage, motivating workforce, encouraging investment, improving productivity, staff retention, reduce cost with reference to advertising/recruitment and induction of new staff, retaining investment, improving investment return), issues created by the lack of stakeholder support (e.g. reduction of budgets, de-motivated workforce, high staff turnover). ● Review the methodologies required for a learning needs analysis: Strengths and limitations of different methodologies (e.g., TNA, DIF analysis, skills/competencies matrix, cost-benefit analysis)
<p>2. Be able to conduct learning needs analysis for the organisation.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Confirm the purpose and aims of learning needs analysis with relevant people: Identify relevant people (e.g., line managers, human resources personnel, individual learners/employees, supervisors, department heads, stakeholders/investors), written/verbal/non-verbal communication, limits of responsibility, boundaries of the exercise. ● Organisational learning needs analysis methodology: Different analytical tools (e.g., Training Needs Analysis (TNA), Difficulty, Importance, Frequency (DIF analysis), skills/competencies matrix, cost-benefit analysis), identify cost implications of different

		<p>methods. Apply organisational learning needs analysis methodology: Schedule for implementation, written and verbal communication.</p> <ul style="list-style-type: none"> Analysing the learning needs of the organisation: Link between strategy/organisational goals, learning and development links to achieving organisational goals, prioritising. Reviewing methods of communication findings to relevant people in organisations: Communication systems (e.g. Y, wheel, circle, chain, all channel), written/verbal/non-verbal communication, organisational practice in disseminating information (e.g. team talks, meetings, notice boards, news sheets, publications), strengths and limitations of different communication methods, feedback from relevant stakeholders to judge effectiveness of method.
<p>3. Be able to agree organisational learning and development plans with relevant people.</p>	<p>3.1 Present recommendations for learning and development to relevant people. 3.2 Review and revise priorities with relevant people.</p>	<ul style="list-style-type: none"> Present recommendations for learning and development to relevant people: For example, line managers, human resources personnel, individual learners/employees, supervisors, department heads, stakeholders/investors. Written, verbal and non-verbal communication, presentation skills. Review priorities with relevant people: Consultation skills, negotiation skills, redefining priorities, written and verbal communication skills.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
All 1 to 3	All ACs under 1 to 3	Practical work and Report	3500 words

Indicative reading list

Beadle, P. (2010). *How to teach*. Crown House, Wales

Gadsby C. (2012). *Perfect Assessment for Learning*. Independent Thinking Press.

Ekins, A. Grimes, P. (2009). *Inclusion: developing an effective whole school approach*. OUP

Hook, P. and Vass, A. (2004). *Behaviour Management Pocketbook*. Teachers Pocketbooks, Hampshire

Illeris, K. (2018). *Contemporary theories of learning: learning theorists: in their own words*. Routledge: London.

Rix, J., Nind, M., Sheehy K. and Simmons, K. (2010). *Equality, Participation and Inclusion: 1, Diverse Perspectives*. Open University

Rogers, B. (2006). *Cracking the Hard Class*. Sage, London

Vizard, P. (2007). *How to manage Behaviour in Further Education*. Sage, London

Wallace, S. (2007). *Getting the Buggers Motivated in FE*. Continuum

Wright, A-M., Colquhoun, S. and Speare, J. (2007). *FE Lecturer's guide to Diversity and Inclusion*. Continuum

Manage Learning and Development in Groups

Unit Reference Number	Y/618/2818
Unit Title	Manage learning and development in groups
Unit Level	4
Number of Credits	6
Guided Learning Hours (GLH)	30
Total Qualification Time (TQT)	60
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to assess a learning and development practitioner management of learning and development in groups. They are expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

There is a requirement for assessed observations of practice for this unit.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Understand the principles and practices of managing learning and development in groups.	1.1 Analyse the characteristics of group environments that foster learning and development. 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.	<ul style="list-style-type: none"> Characteristics of group environments: Learning preferences, group formation theory (e.g., forming, storming, norming, performing), motivation theory (e.g., Maslow, Herzberg, McGregor, Dwerk), role allocation in groups (e.g., team roles – company worker, chairperson, resource investigator, monitor, evaluator, team worker, completer, finisher), classroom management, the learning organisation.

	<p>1.4 Analyse ways to involve learners in the management of their own learning and development in groups.</p> <p>1.5 Analyse risks to be considered when managing learning and development in groups.</p> <p>1.6 Explain how to manage barriers to individual learning in groups.</p>	<ul style="list-style-type: none"> ● Strategies to manage group behaviour: Behaviour management, group formation theory (e.g. forming, storming, norming, performing), role allocation in groups (e.g. team roles), legislation, organisational policies and procedures, negotiation skills, empowerment, establishing boundaries, management styles (e.g. laissez-faire, democratic, autocratic), motivation theory (e.g. Maslow, McGregor), learning contracts, codes of conduct, group size, planning to proceed, reviews, mechanisms for groups to deal with unco-operative members. ● Evaluating management techniques: Self-reflective practice, models of evaluation (e.g., Kirkpatrick), obtaining feedback from a range of appropriate sources (e.g. self, learners, peer/tutor observations), management styles (e.g. laissez-faire, democratic, autocratic), identifying assessment outcomes as basis for improvement/target setting. ● Analysing ways to involve learners in management of own learning and development: Motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), lesson planning, learning preferences, group dynamics, different teaching and learning methods (e.g. role play, problem solving, supported, flexible or independent study, learner centered learning, discussion, games, assignments), ILPs (individual learning plans), code of conduct, role allocation in groups (e.g. team roles), self-reflective practice. ● Analysing risks to be considered: The concept of the safe learner, including identification of hazards, risks and controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), data protection,
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		<p>organisational policies and practice (e.g. equality and diversity, bullying, harassment, complaints, appeals and personal safety policies) equality legislation.</p> <ul style="list-style-type: none"> Managing barriers to individual learning in groups: Institutional, social, cultural and personal barriers, organisational provision to support learning, identifying key staff members' responsibility for co-ordination of support, external provision to support learners, range of referral agencies available, liaison with key support agencies, signposting, information, advice and guidance (IAG), negotiation skills.
<p>2. Be able to manage group learning and development environments.</p>	<p>2.1 Facilitate communication, collaboration and learning between group members.</p> <p>2.2 Use motivational methods to engage the group and its individual members in the learning and development process.</p> <p>2.3 Consult with group members to adapt their learning and development environments to improve their learning outcomes.</p> <p>2.4 Manage the risks associated with group learning and development.</p>	<ul style="list-style-type: none"> Facilitating communication, collaboration and group learning: Transactional analysis (dynamics of interpersonal communication), group formation theory (e.g. forming, storming, norming, performing), role allocation in groups (e.g. team roles – company worker, chairperson, resource investigator, monitor, evaluator, team worker, completer, finisher), learning contracts and codes of conduct, differences between teams and groups, controlling the learning situation, directing the learning of students, coping with individual student differences, inclusion, differentiation. Using motivational methods to engage the group and its individual members: Motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), learning preferences, different methods of learning and teaching (e.g. role play, discussion, games, supported, flexible or independent study, learner centered learning), institutional, social, cultural and personal factors affecting motivation, learner's responsibility for own learning, barriers to learning, coping strategies, appropriate support methods, stimulating independent learning, written, verbal and non-verbal communication skills. Consulting with group members to adapt environments to improve learning outcomes: Teaching and learning preferences, written, verbal and non-verbal

		<p>communication skills, negotiation skills, SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), reviewing progress, obtaining feedback from a range of suitable sources (e.g., self, learners, peer/tutor observation).</p> <ul style="list-style-type: none"> Managing the risks associated with group learning and development: The concept of the safe learner, including identification of hazards, risks and controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), data protection, organisational policies and practice (e.g. equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), equality legislation, impact of legislation on own practice.
<p>3. Be able to apply methodologies to manage learning and development in groups.</p>	<p>3.1 Involve learners in agreeing group learning and development objectives. 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.</p>	<ul style="list-style-type: none"> Involving learners in agreeing group objectives: Written, verbal and non-verbal communication, negotiation skills, SMART objectives (Specific, Measurable, Achievable, Timely), motivation theory (e.g., Maslow, Herzberg, McGregor, Dwerk), understanding the balance between group needs and task requirements. Adapting and implementing delivery methods to meet objectives: Learning preferences, different assessment (e.g., observation, oral questioning, written questions, project-based assignments), different methods of learning and teaching (e.g., demonstration, presentation, role play, games, discussion, problem solving, assignments), reviews, use of feedback from a range of appropriate sources (e.g., self, learners, peer/tutor observations, work-based assessors).

		<ul style="list-style-type: none"> ● Manage group learning strategies and delivery method to reflect changing requirements: Classroom management, reviews, use of feedback from a range of appropriate sources (e.g., learners, managers, peer/tutor observation, work-based assessors), role allocation in groups, learning contracts and codes of conduct, controlling the learning situation, directing the learning of students, coping with individual student differences.
<p>4. Be able to manage learning and development in groups to comply with legal and organisational requirements.</p>	<p>4.1 Support learners' 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.</p>	<ul style="list-style-type: none"> ● Supporting learners' rights in relation to equality, diversity, and inclusion: Organisational policies and practice (e.g., equality and diversity, bullying, harassment, complaints and appeals policies), equality inclusive language, avoiding stereotyping, prejudice and discrimination, differentiation, impact of legislation on own practice. ● Minimising risk to safety, health, wellbeing and security of learners: The concept of the safe learner, including identification of hazards, risks and controls, identification of own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording emergency procedures currently in place, identification of applicable work procedures, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), impact of legislation on own practice (e.g. duty of care). ● Managing confidentiality: Data protection legislation, freedom of information, types of records generated (e.g., application form enrolment form, ILP (individual learning plan), assessment plans, reviews/tutorials, feedback reports, tracking sheets, registers), organisational requirements for monitoring and auditable purposes, awarding organisation requirements, maintaining records in accordance with organisational procedure.

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

There is a requirement for assessed observations of practice for this unit.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
All 1 to 4	All AC under LO 1 to 4	Guidance Report(s)	3500 words
		Observation of Practice	As per template provided in assignment brief – see Appendix 2

Indicative reading list

Cullen, R., Harris, M., Hill, R.R. and Wemer, M. (2012). *Learner-Centered Curriculum: Design and Implementation*. Jossey-Bass

Duckworth, V. and Tummons, J. (2010). *Contemporary Issues in Lifelong Learning*. OU Press

Gewirtz, S., Mahony, P., Hextall, I. and Cribb, A. (2008). *Changing Teacher Professionalism: International trends, challenges and ways forward (Improving Learning)*. Routledge

Kelly, A.V. (2012). *The Curriculum: Theory and Practice*. Sage

McKay, M. (2008). *Messages: The Communication Skills Book*. Oakland. CA: New Harbinger Publications.

Tummons, J. (2010). *Curriculum Studies in the Lifelong Learning Sector*. Learning Matters

Wenger, E. (2000). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge University Press.

Understanding and Managing Behaviours in a Learning Environment

Unit Reference Number	D/618/2819
Unit Title	Understanding and managing behaviours in a learning environment
Unit Level	5
Number of Credits	6
Guided Learning Hours (GLH)	20
Total Qualification Time (TQT)	60
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.

There is a requirement for assessed observations of practice for this unit.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Understand the characteristics and impact of behaviours in a learning environment.	1.1 Analyse behaviours that can occur in a learning environment. 1.2 Analyse potential factors contributing to behaviours in a learning environment. 1.3 Analyse the impact of behaviours on a learning environment.	<ul style="list-style-type: none"> Group behaviours, e.g., group dynamics, hierarchies, group size, control, shared ownership, Tuckman’s group formation, Belbin’s team roles, respect and valuing each other, mixing skills and abilities, opportunities for working with others, peer teaching, behaviour agreement. Environment: location, layout, lighting, ventilation, risk assessment, appropriately maintained, equipment checks,

2. Understand legislation and organisational policies relating to managing behaviours in a learning environment	2.1 Analyse legislation relating to managing behaviours in a learning environment. 2.2 Analyse organisational policies relating to managing behaviours in a learning environment.	appropriately experienced and qualified staff, positive use of authority, action against discrimination, actively engaging, structured and purposeful. <ul style="list-style-type: none"> ● Meeting regulatory, legal and awarding organisation requirements; evolution and development of inclusive learning; technologies to enable inclusive learning, theories and models of communication, application of theories and models of behaviour management to teaching and learning, theories and models of behaviour management as this relates to individuals and groups, theories of learning and their applications, application of learning theories to teaching and learning, application of theories and models of communication to education and training. ● Theories of teaching and learning: e.g., Laird’s Sensory theory; Bloom’s Domains of learning; Gagne’s Conditions of learning; Maslow’s Hierarchy of Needs; Kolb’s Experiential theory; the Peter Principle; Skinner’s Behaviourist theory; Rogers’ Humanist theory. Management through motivation, Herzberg’s Motivational Theory. ● Experiential learning; kinaesthetic principles; multisensory models; taxonomy of learning; mastery learning; scaffolded learning; actively engaging in learning process. ● Facilitating feedback, observation, monitoring of outcomes, evaluation, inclusion of feedback into review cycle, identification of future goals and objectives resulting from learning activities.
3. Be able to apply theories of behaviour management to create and maintain a purposeful learning environment	3.1 Analyse theories of behaviour management. 3.2 Establish a purposeful learning environment. 3.3 Explain how own practice in creating a purposeful learning environment has taken account of theories of behaviour management.	
4. Be able to evaluate own practice in managing behaviours in a learning environment.	4.1 Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment. 4.2 Identify own strengths and areas for improvement in relation to managing behaviours in a learning environment.	

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
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All 1 to 4	All ACs under 1 to 4	Case Study	3500 words
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Indicative reading list

Cowie H (2008). *Managing violence in schools: a whole-school approach to best practice*. London.

Cullen, R., Harris, M., Hill, R.R. and Wemer, M. (2012). *Learner-Centered Curriculum: Design and Implementation*. Jossey-Bass

Duckworth, V. and Tummons, J. (2010). *Contemporary Issues in Lifelong Learning*. OU Press

Paul Chapman Cowley S (2010). 4th Ed. *Getting the Buggers to Behave*. London. Continuum

Felder D (2007). *Reasoning Skills for Handling Conflict*. Tallahassee. Wellington Press

Leaman L. (2003). *Managing Very Challenging Behaviour*. London. Continuum

Petty, G. (2003). *Teaching Today*. (3rd ed.). London. Nelson Thornes

Reece I and Walker S (2007). *Teaching, Training and Learning: A Practical Guide*. London.

Wenger, E. (2000). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge University Press.

Action Research

Unit Reference Number	R/618/2820
Unit Title	Action research
Unit Level	5
Number of Credits	15
Guided Learning Hours (GLH)	50
Total Qualification Time (TQT)	150
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The unit aims to enable learners to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. It also involves evaluating own practice in relation to action research.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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.	<ul style="list-style-type: none"> Action research: Definitions of action research, models of action research, purpose of conducting action research, key characteristics of action research, systematic enquiry, personal and collaborative enquiry, level of action research (personal, organisational, scholarly) professional values. Key features of action research: The researcher can be an interested party in the research i.e., own practice, improvement of an area of practice, improvement of the understanding of practice, improvement of the situation in which the practice takes place, action research cycle (plan, act, observe, reflect, revised plan).

		<ul style="list-style-type: none"> ● Implications of a model of action research: Possible criticism of the reliability of data gathering, possible researcher bias, researcher commitment to the critical analysis of their practice.
2. Be able to initiate action research.	<p>2.1 Justify own choice of an area of practice for action research.</p> <p>2.2 Plan a clear intervention strategy.</p> <p>2.3 Justify the choice and timescales of an intervention strategy.</p> <p>2.4 Explain how ethical and political considerations and issues of confidentiality will be observed in practice.</p> <p>2.5 Implement a clear intervention strategy.</p>	<ul style="list-style-type: none"> ● Justify choice for area of practice: Value search (what you want to change, what drives you, what challenges you, where do you want to develop your expertise) self-reflection, core values, critical friends, forming your core question. Intervention strategy: Logic model (inputs, outputs, outcomes), force field analysis (forces to support or challenge your action). ● Justify choice and timescales for intervention strategy: Context, literature review (structure, themes, topics, evidence to support/challenge arguments, findings, academic referencing). ● Ethical and political considerations and issues of confidentiality: Ethics and research methods, privacy, choice, informed consent (letters, templates), values, openness, honesty, engagement, research, and regulation. ● Implement intervention strategy: Framing overall research question, consider scope, where to focus, research methodology, ethical issues, target audience, sampling, time frames, resources required, validity and reliability, data analysis, verifying and validating data, reporting.
3. Understand ways of carrying out action research.	<p>3.1 Evaluate methods for action research.</p> <p>3.2 Evaluate methods of collecting qualitative and quantitative data.</p> <p>3.3 Review ways in which collected data may be analysed.</p>	<ul style="list-style-type: none"> ● Methods for action research: Questionnaires, structured interviews, accounts, observations, tests, personal constructs. ● Methods of collecting qualitative and quantitative data: Questionnaires, structured interviews, accounts, observations, tests, personal constructs. ● Ways to analyse data: Thematic analysis, phenomenology, inductive data analysis, deductive data analysis, content analysis, discourse analysis.

<p>4. Be able to carry out action research.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Draw on literature relating to area of practice: literature review (structure, themes, topics, evidence to support/challenge arguments, findings, academic referencing). ● Justify methods selected for action research: Why are you collecting data, questionnaires, structured interviews, accounts, observations, tests, personal constructs, focus groups ● Collect data: Sample size, representativeness of sample, sampling strategy. ● Analyse data collected: Summarise collected data, patterns, trends, themes, mean, median, mode, quantitative, qualitative, triangulation. ● Present data collected: Purpose, theoretical background, data collection, findings, conclusions, action planning/recommendations. ● Draw conclusions based on findings: Purpose, theoretical background, data collection, findings, conclusions, action planning/recommendations.
<p>5. Be able to present the outcomes of action research.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Report findings and conclusions: Report writing, rationale, purpose, theoretical background, data collection, findings, conclusions, action planning/recommendations, presentation skills. ● Justify recommendations for action based on conclusions: Report writing, rationale, purpose, theoretical background, data collection, findings, conclusions, action planning/recommendations, presentation skills.
<p>6. Be able to evaluate own practice in relation to action research.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Analyse the effectiveness of practice: Evaluation theory (e.g., Kirkpatrick, Brookfield), use of feedback from a range of suitable sources (e.g. self, learner, peer/ tutor observations, manager), qualitative and quantitative information. ● Strengths and areas for improvement: Reflective practice, models of reflection (e.g., Gibbs, Schön, Brookfield), SWOT analysis (strengths, weaknesses, opportunities, threats)

		<ul style="list-style-type: none"> Plan opportunities to improve skills: Action planning, SMART targets (specific, measurable, achievable, realistic, timely), liaison with other learning professionals, current research relating to inclusive practice, appraisal.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
All 1 to 6	All ACs under 1 to 6	Research Proposal	3500 words

Indicative reading list

Bryman, Alan and Emma Bell (2015). *Business Research Methods* (4th ed.). Oxford: Oxford University Press

Chilsa, B. (2012). *Indigenous Research Methodologies*. London: Sage

Denzin, N.K., Lincoln Y.S., and Tuhiwai Smith, L. (2008). *Handbook of Critical and Indigenous Methodologies* London: Sage

Hantrais, Linda (2009). *International Comparative Research: Theory, Methods and Practice*. Basingstoke and New York: Palgrave

Piekkari, R. and Welch, C. (2011). *Rethinking the Case Study in International Business and Management Research*, Cheltenham, UK: Edward Elgar

Marschan-Piekkari, R. and Welch, C. (2004). *Handbook of Qualitative Research Methods for International Business*, Cheltenham, UK and Northampton, MA: Edward Elgar

Neuman, W.L. (2011). *Social research methods: qualitative and quantitative approaches*. Boston and London: Pearson Education.

Delivering Employability Skills

Unit Reference Number	T/650/6829
Unit Title	Delivering Employability Skills
Unit Level	4
Number of Credits	6
Guided Learning Hours (GLH)	20
Total Qualification Time (TQT)	50
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to enable you to deliver employability skills sessions. It includes consideration of the differences between employability and employment skills, the personal qualities, skills and techniques needed for the delivery of employability skills, and how the learning environment and personal presentation influence the success of the delivery of employability skills. It also includes delivering employability skills and using techniques and practices that reflect the workplace.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Understand the difference between employability skills and employment skills	1.1 Discuss the difference between employability skills and employment skills. 1.2 Review the advantages and disadvantages of each in the current marketplace/workplace	Differences between employability skills and employment skills: Employability – effective communication (verbal, non-verbal, active listening), personal learning and thinking skills, writing a CV or resumé, job applications and covering letters, interview techniques, appearance, punctuality. Employment – self-motivation, self-esteem, confidence, personal presentation, presentation skills, team working,

		<p>assertiveness, emotional intelligence, negotiation, critical thinking, problem solving, delegation, organisation, personal development.</p> <p>Benefits to learners: Meeting needs and aspirations, confidence, self-esteem, acceptance, maintaining employment, career progression, adaptability, improved health and safety, morale, expectation of others.</p>
<p>2. Understand the personal qualities, skills and competencies for employability skills delivery</p>	<p>2.1 Analyse the skills, qualities and competencies required for delivering employability skills and review own strengths and weaknesses in this context.</p> <p>2.2 Demonstrate and evaluate interpersonal skills and a range of creative communication techniques appropriate to persuasive employability skills delivery.</p> <p>2.3 Select, use and justify a range of constructive feedback techniques to underpin employability skills training</p>	<p>Personal qualities and skills: Verbal communication, non-verbal communication, listening skills, negotiation, problem solving, decision making, assertiveness, empathy, presentation techniques. Influence of personal presentation: Verbal communication, non-verbal communication, listening skills, negotiation, problem solving, decision making, assertiveness, empathy, presentation techniques.</p>
<p>3. Understand how to plan and deliver creative, innovative and inclusive sessions appropriate for employability skills delivery</p>	<p>3.1 Explain and justify how the needs of target audiences should be taken into account when planning and preparing employability skills training sessions and support materials.</p> <p>3.2 Identify and review the strengths and weaknesses of a range of training techniques to teaching employability skills to highlight the importance of creativity and innovation</p>	<p>Techniques and strategies to deliver employability skills sessions: Blended learning, rolling programmes, realistic working environments, integrated learning, self-study, tutor led, peer support groups.</p> <p>Ways to negotiate behavioural parameters: Negotiation skills, written/ verbal/non-verbal communication, organisational policy and practice, learner involvement, action planning, SMART targets (specific, measurable, achievable, relevant, timely).</p> <p>Strategies used to transform training areas: Opportunity and access, clearly defined outcomes, resources, feedback, validity, use of ICT.</p> <p>Plan employability skills sessions: Learning domains, capability of the learners, capabilities of the developer, availability of technology and facilities, limitation of learning environment, strengths and limitations of technological resources, financial constraints, range of different resources available.</p>

<p>4. Understand how to use group contracts, rewards, and penalties to reflect the workplace</p>	<p>4.1 Employ and evaluate a range of strategies used to transform the training area to reflect a realistic working environment. 4.2 Employ and evaluate a range of strategies that challenge pre-conceptions of appropriate dress and behaviour</p>	<p>Planning and preparing support materials: e.g., relevance of content, suitability for individual learning needs, differentiation to meet individual learning needs, presentation. Training techniques: e.g., ice breakers, presentation, question and answer, whole group, and small group discussion, role play, simulation, SWOT analysis. Creativity and innovation: e.g., being open to and using new ideas, being flexible in the use of different teaching and learning methods, resources, and assessment activities to meet individual learning needs, adapting different teaching and learning methods, resources, and assessment activities to meet individual learning needs. Strategies for creating a realistic working environment: e.g., drawing up a group contract, identifying and using rewards and penalties, rearranging furniture, providing relevant equipment, using breakout/meeting rooms. Strategies for challenging pre-conceptions of appropriate dress and behaviour: e.g., discussion and/or debates about dress codes in different workplace situations, discussion and/or debates about types of behaviour in different workplace situations, using images of people dressed appropriately and/or inappropriately for different workplace situations, using images of people behaving appropriately and/or inappropriately for different workplace situations, visiting different workplaces to identify appropriate and/or inappropriate dress, visiting different workplaces to identify appropriate and/or inappropriate behaviour, role play to demonstrate appropriate and/or inappropriate dress, role plays to demonstrate appropriate and/or inappropriate behaviour.</p>
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5. Be able to use techniques and practices that reflect the workplace	5.1 Discuss the principles of the design of group contracts, justifying how they reflect the needs of the workplace. 5.2 Analyse ways of negotiating and defining behavioural parameters for employability training in the production of the group contract	Principles of design of group contracts: e.g., setting constraints, giving clarity, exploring issues for consideration, giving direction, identifying issues for consideration, gaining individual views on issues identified for consideration, checking understanding, and gaining agreement on the content of the group contract, taking action to ensure that a group contract is drawn up, distributed to and signed by each group member.
6. Understand the need for continuous personal development to reflect changing sector/ marketplace requirements	6.1 Explain, justify and use a proactive approach to personal updating and development that will reflect changing sector/marketplace requirements. 6.2 Use reflective practice and feedback from others to evaluate own role in delivering employability skills and identify areas for personal development, suggesting modifications to own practice	Effectiveness of techniques, strategies, and practices used for the delivery of employability skills: Reflect on own approaches to delivery, models of reflection (e.g., Gibbs, Schön, Rolfe, Brookfield), models of evaluation (e.g., Kirkpatrick, 360-degree evaluation), learner evaluation, programme evaluation, use of qualitative and quantitative data, identifying assessment outcomes as a basis for improvement/target setting. Strengths and areas for improvement: Self-reflective practice, use of feedback from a range of suitable sources (e.g., learners, peers, awarding organisations), meetings and sharing of good practice, action planning, SMART targets.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1 and LO2	All AC's under LO1 and 2	Research Report Research Log	1500 words
LO3 and LO4	All AC's under LO3 and 4	Training Session plan	1000 words
LO5	All AC's under LO5	Report	1000 words
LO6	All AC's under LO6	Reflective evaluation report	500 words

Indicative reading list

Blazevich, R, Amazing Job Search Gameplan: A Beginner's Guide to Getting the Job You'll Love, (Richard Blazevich 2019)
 Cottrell S – Skills for Success: Personal Development and Employability (Palgrave Macmillan, 2010)
 Harrison, R. – Learning and Development (5th edition) (Chartered Institute of Personnel and Development, 2009)
 Hind, D and Moss, S – Employability Skills (Business Education Publishers, 2005)
 Cottrell S – Skills for Success: Personal Development and Employability (Palgrave Study Skills) (Palgrave Macmillan, 2nd edition, 2010)
 Smith B – Longman key skills: Working with Others (Wwo)/Improving Own Learning and Performance (LP)/Problem Solving (ps), 1st edition (Longman, 2001)
 Tetley C – BTEC Entry 3/Level 1 Business Administration Student Book (Pearson, 2010)
 Adair J — How to Grow Leaders: The Seven Key Principles of Effective Leadership Development 2 (Kogan Page Ltd, 2009)
 Alred G, Garvey B – The Mentoring Pocketbook 3rd Edition (Management Pocketbooks, 2010)
 Flint M and Vinberg Heam E – Leading Teams – 10 Challenges: 10 Solutions (FT Publishing International, 2015)
 Ibarra H – Act Like a Leader, Think Like a Leader (Harvard Business Review Press, 2015)
 Owen J – The Leadership Skills Handbook: 50 Essential Skills You Need to be a Leader (3rd Edition) (Kogan Page, 2014)
 Rogers J – Coaching Skills: a Handbook 2nd Edition (Open University Press, 2008)
 Shapiro M – HBR Guide to Leading Teams (Harvard Business Review Press, 2015)
 Whitmore J — Coaching for Performance, 3rd edition (Nicholas Brealey Publishing)

Websites

- Careers advice - job profiles, information, and resources | National Careers Service
- <http://www.direct.gov.uk/en/YoungPeople/index.htm>

Effective Partnerships Working in the Learning and Teaching Context

Unit Reference Number	D/650/6830
Unit Title	Effective Partnerships Working in the Learning and Teaching Context
Unit Level	4
Number of Credits	15
Guided Learning Hours (GLH)	50
Total Qualification Time (TQT)	150
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The unit aims to enable learners to understand effective partnership working in the teaching and learning context. It includes understanding the purpose and nature of partnership working and the purpose, aims, objectives, structure, and management of a specific partnership. It also involves communicating effectively within a partnership and understanding the wider context within which a partnership operates.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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.	Benefits of partnership learning e.g., resources, learning opportunities, development of individuals and organisations, potential to transform working relationships, provision, cultures etc. Challenges of partnership working e.g., ethos, format, targets, objectives. Range of partnership modes and reasons for success or failure of partnerships.

	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	Planning in successful partnerships and reasons for it e.g., effects in terms of costs, resources, morale, negative image and status of individuals and organisations. Performance indicators in measuring the partnerships achievements of aims, objectives, and outcomes.
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	Roles and responsibilities in partnership working. Management of partnership working e.g., management styles, issues, direction, planning. Relationship between aims, objectives and outputs.
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	Data collection and analysis e.g., qualitative, and quantitative data, validity and reliability. Communication in partnership working e.g., costs, cultural issues, range of skills.
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	Range of communication models in partnerships e.g., ad hoc, interim, and final reporting, drafting, meetings, error reporting etc.

<p>6. Understand the wider context within which a partnership operates</p>	<p>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</p>	<p>Stakeholders and agencies that will be affected by the outcomes of the partnership. Impact of outcomes on client group(s). Range of relevant government policies and initiatives and their impact on partnerships.</p>
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1 and LO2	All AC's under LO1 and LO2	Research report and case study proposal	1000 words 500 words
LO3, LO4 and LO6	ACs 2.1, 2.2, 2.3, 3.4, 3.5, 4.1, 4.2, 4.3, 6.1, 6.2 and 6.3	Case Study	1500 words
LO5	All AC's under LO5	Presentation	300 words of speaker notes

Indicative reading list

Goleman D (2005) Emotional Intelligence. London. Bantam Books
 Gravells A (2006) Delivering Adult Learning – Level 3 Coursebook. Exeter. Learning Matters
 Petty G (2004) Teaching Today (3rd ed.). London. Nelson Thornes
 Wallace S (2007) Teaching, Tutoring and Training in the Lifelong Learning Sector (3rd ed). Exeter.
 Wheelan S (2009) Creating Effective Teams. London. Sage
 Department for Children, Schools and Families www.dfes.gov.uk

Engage with Employers to Facilitate Workforces Development

Unit Reference Number	F/650/6831
Unit Title	Engage with Employers to Facilitate Workforces Development
Unit Level	4
Number of Credits	6
Guided Learning Hours (GLH)	30
Total Qualification Time (TQT)	60
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to enable learners to provide access to learning and development solutions to businesses. Learners will gain an understanding of opportunities available for workforce development, how to promote workforce development, design and delivery of workplace learning opportunities and how to support employers in identifying and implementing solutions in relation to workforce development.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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.	National approaches: current policy, white papers, legislation/regulatory requirements, current provision and availability of training, changes in the labour market, government initiatives on employment, funding mechanisms, flexible systems of work for organisations, changes in the educational system, developments in technology.

	<p>1.3 Explain the funding opportunities available for workforce development</p>	<p>Workforce development in a business context: relationship between organisational goals and structure, human resources, planning to achieve goals, measures to ensure staffing resources are available as/when required, internal/external environmental influences, types of workforce development, succession planning, recruitment problems, expected skills shortages, changing skills requirements, relation difficulties.</p> <p>Funding opportunities available: Government funded initiatives-basic skills, access/entitlement to level 2 qualifications, areas of identified skills shortages, funding agencies-Education Funding Agency (EFA), Skills Funding Agency (SFA), European Social Fund (ESF) other), funding partnerships-government/ employer, self-funded, employer funded.</p>
<p>2. Understand how to engage with employers to promote workforce development</p>	<p>2.1 Analyse information about individual employers and employment sectors, locally and nationally</p> <p>2.2 Explain how to gauge employers' level of interest in workforce development opportunities.</p> <p>2.3 Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development</p>	<p>Information about individual employers and employment sectors locally and nationally: employment sectors, local employment sectors, national/local workforce development requirements, national strategic plans for the learning and education sector, targets, local strategic plans and targets.</p> <p>How to gauge employers' level of interest: Identify employers' commitment to learning and development, management interest and commitment, current levels of existing training programmes, identification of local workforce development requirements, communication skills, feedback from suitable sources.</p> <p>Methods of approaching and engaging with employers: identification of local employers, networking, motivation theory-Maslow, Herzberg, McGregor, written, verbal and non-verbal communication, negotiation skills, institutional, social and cultural barriers, factors affecting workforce development, benefits of engaging in workforce development, use of different methods of communication-face to face, email, newsletter, telephone, use of social media.</p>

<p>3. Understand how to design learning and development opportunities in the workplace</p>	<p>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</p>	<p>Analyse what motivates employees to undertake learning and development: motivation theory-Maslow, Herzberg, McGregor, intrinsic motivation, extrinsic motivation, benefits of learning and development to individual/organisation, consequences of not undertaking learning and development. Key factors to be considered when designing learning and development solutions: consideration of existing resources, existing provision, time, availability, finance, instructional, social, cultural, and personal barriers to learning, the culture of the organisation, written, verbal and non-verbal communication, negotiation skills, workforce availability, legal/statutory requirements, accreditation possibility, quality, inclusion, differentiation. Learning and development programmes: links between learning and development programme and contribution to organisational roles, feedback from a range of suitable sources, use of statistical data if available/applicable.</p>
<p>4. Understand how to facilitate learning and development opportunities in the workplace</p>	<p>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"> ● Employees ● Businesses </p>	<p>Sources of support and resources: stakeholder group, employees, specialist practitioners, providers of other organisational groups, networking, coaching, mentoring, facilitating opportunities provided by employer referral agencies. How employees might overcome obstacles: agreeing and setting achievable goals, minimising barriers to learning, written, verbal and non-verbal communication, negotiation skills, involvement in own learning plan/target setting, identification of learning support resources, adaptation of learning and development to accommodate specific difficulties/disabilities, differentiation. different delivery and assessment methods to accommodate learning preferences and different abilities to learners. How to select, support and monitor staff: peer rating, selection tests, personality questionnaires, group exercises, assessment centres, individual interviews, psychometric testing, graphology, written, verbal and</p>

		<p>nonverbal communication skills, performance reviews, appraisal reviews, informal/formal observations/meetings, feedback from a range of suitable sources-employees, peer group, delivery staff, sampling, tracking, monitoring. Evaluate the impact of workforce development opportunities: evaluation theory, feedback opportunities from stakeholders/employees, systematic review, course evaluation, performance review, appraisal review, systems of communication, team talks, meetings, newsletters, publications, face to face, written, verbal and non-verbal communication, qualitative/quantitative information, benefits to workforce, increased confidence, motivation, commitment to organisation, reduced staff turnover, reduction in absenteeism.</p>
<p>5. Engage with employers on workforce development issues</p>	<p>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</p>	<p>Research information about the business needs of employers: methods of analysis Training Needs Analysis (TNA), SWOT analysis - strengths, weaknesses, opportunities, threats, PESTLE - potential, economic, social, technological, legal, environmental, cost benefit analysis, difference between productivity and performance, relationship between policy and practice, strategic/operational plans for workforce development. Report development needs: written, verbal and non-verbal communication skills, objective, subjective, links between learning and development and organisational goals, involvement of stakeholders, action planning, systems of communication.</p>
<p>6. Work with employers to facilitate workforce development solutions</p>	<p>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.</p>	<p>Prepare information and advice: presentation skills, verbal /non-verbal communication, prioritising, business planning, SMART targets (Specific, Measurable, Achievable, Realistic and Time-Based), links between learning and development and organisational goals, problem area. Review employer workforce development needs: methods of analysis, training needs analysis (TNA), SWOT analysis – strengths, weaknesses, opportunities, threats,</p>

	<p>6.4 Implement processes to develop and support the workforce within a business partnership with the employer.</p> <p>6.5 Provide ongoing evaluation of workforce development for the purposes of quality improvement.</p> <p>6.6 Work with the employer to measure the impact of workforce development on their business</p>	<p>PESTLE analysis – political, economic, social, technological, legal, environmental, cost benefit analysis, strategic/operational plans for workforce development.</p> <p>Propose solutions: industrial, cultural, social, and personal barriers to learning and development, solutions to minimise impact of barriers, written/verbal communication skills, action planning, SMART targets.</p> <p>Implement processes to develop and support the workforce: contractual agreement, service level agreement, action planning, SMART targets, regular meetings, negotiation skills.</p> <p>Provide ongoing evaluation of workforce development/measure the impact for the purposes of quality improvement: use of feedback from suitable sources-employer, employee, tutor TQM – total quality management), evaluation theory, regular reviews.</p>
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1 and LO2	ACs 1.1, 1.2, 1.3, 2.1, 2.2 and 2.3	Report	1000 words
LO3 and LO4	ACs 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 and 4.4	Plan and report	1000 words
LO5 and LO6	AC 5.1, 5.2, 6.1, 6.2, 6.2, 6.4, 6.5 and 6.6	Report	700 words

Indicative reading list

- Goleman D (2005) Emotional Intelligence. London. Bantam Books
- Gravells A (2006) Delivering Adult Learning – Level 3 Coursebook. Exeter. Learning Matters
- Petty G (2004) Teaching Today (3rd ed.). London. Nelson Thornes
- Sparkman, R (2018) Strategic Workforce Planning: Developing Optimized Talent Strategies for Future Growth. London. Kogan Page.
- Wallace S (2007) Teaching, Tutoring and Training in the Lifelong Learning Sector (3rd ed). Exeter. Learning Matters.

Inclusive Practice

Unit Reference Number	H/650/6832
Unit Title	Inclusive practice
Unit Level	4
Number of Credits	15
Guided Learning Hours (GLH)	50
Total Qualification Time (TQT)	150
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to develop your knowledge and understanding of inclusive practice. You will learn about factors influencing learning, and legislation relating to inclusive practice. You will also cover the roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and how to evaluate own inclusive practice.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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	Impact of personal, social, and cultural factors on learning: Different teaching and learning methods to accommodate different learning preferences and different abilities and/or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/social/cultural/personal barriers to learning, Bloom’s Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes,

		<p>embedding language/literacy/ numeracy (LLN), different assessment methods, legislation impacting on practice. Impact of different cognitive, physical, and sensory abilities on learning: Learning theory (andragogy, behaviourism, cognitivism, humanism, socially situated learning), motivation theory (e.g., Maslow, Herzberg, McGregor).</p>
<p>2. Understand the impact of policy and regulatory frameworks on inclusive practice</p>	<p>2.1 Summarise policy and regulatory frameworks relating to inclusive practice. 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</p>	<p>Policy and regulatory frameworks: Legislation and codes of practice (health and safety, equal opportunities), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), make a positive contribution, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role. Influence of policy and regulatory frameworks on organisational policies: Legislation and codes of practice (health and safety, equal opportunities), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), make a positive contribution, achieve, and enjoy, achieve economic wellbeing, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role. Influence of policy and regulatory frameworks on inclusive practice: Legislation and codes of practice (health and safety, equal opportunities), own role</p>

		<p>in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), make a positive contribution, achieve, and enjoy, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role.</p>
<p>3. Understand roles and responsibilities relating to inclusive practice</p>	<p>3.1 Summarise 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</p>	<p>Summarise role and responsibilities: Teaching and training cycle (identify needs, plan, design, deliver, assess, evaluate), Information, Advice and Guidance (IAG), signposting, liaising with other professionals, meeting organization requirements, systems, procedures, maintaining standards, quality assurance, keeping records, registers, results, health and safety in the workplace, policies and practice in organisations, own professional requirements. Relationship between role and roles of other professionals: Role of collegiality and collaboration in local and regional areas, role of support agencies, learner referral, signposting, learner support opportunities, learning support opportunities, the different teams with which you interact in your daily work (e.g., external support agencies, external regulatory bodies, internal administrative support, internal quality assurance teams), limits of responsibility. Points of referral: Identifying support needs of learners, screening, initial assessment, diagnostic assessment, identifying key staff within organisations responsible for referral, identifying sources of learner support and learning support.</p>

<p>4. Understand how to create and maintain an inclusive learning environment</p>	<p>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</p>	<p>Key features and benefits: Organisational policy and practice, classroom management, motivational theory (e.g., Maslow), engagement, participation, achievement, inclusive language, representation of cultural differences, avoiding stereotyping, access. Equality and diversity: Protected characteristics (e.g., race, gender, disability, age, religion, or belief, sexual orientation, transexuality, maternal status, marital status, civil partnership status), equality act, equal opportunities and equality and diversity policies, inclusion, differentiation, schemes of work, lesson planning, different teaching and learning methods to accommodate different learning preferences and different abilities and/ or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/ social/cultural/personal barriers to learning, Bloom’s Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language/literacy/ numeracy (LLN), different assessment methods, legislation impacting on practice. Promote inclusion: Learning preferences, different teaching and learning methods (strengths and limitations, classroom management, lesson planning, extension activities, differentiated outcomes), Blooms’ Taxonomy of Learning (categorisation of objectives – knowledge, comprehension, application, analysis, synthesis, evaluation), SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), self-reflection. Review strategies for effective liaison: Teachers, mentors, learning support specialists, written/verbal/non-verbal communication, range of media.</p>
<p>5. Understand how to evaluate own inclusive practice</p>	<p>5.1 Review the effectiveness of own inclusive practice.</p>	<p>Effectiveness of inclusive practice: Models of reflection (e.g., Schön, Gibbs, Brookfield, Johns, Atkins, and Murphy), self-reflective practice, models of evaluation</p>

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

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO2	AC's 2.1, 2.2, 2.3	Report	1000 words
LO1	AC's 1.1 and 1.2	Case study	1000 words
LO3 and LO4	All AC's under LO3 and Lo4	Presentation	800 words of speaker notes
LO5	All AC's under LO5	Report	1000 words

Indicative reading list

- Avis J, Fisher R and Thompson R (eds) – Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition (Open University Press, 2018)
- Cohen L, Manion L, and Morrison K – A Guide to Teaching Practice, 5th edition (Routledge, 2011)
- Duckworth V, Wood, J, Dickinson J & Bostock J – Successful Teaching Practice in the Lifelong Learning Sector (Learning Matters, 2010)
- Gould J – Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving Qtls Series (Learning Matters, 2012)
- Gravells A - Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills) (Sage 2007)
- Gravells A and Simpson S – -The Certificate in Education and Training Learning Matters, 2014)
- Griffith A and Burns M – Outstanding Teaching: Engaging Learners (Crown House Publishing, 2012)
- Hattie J – Visible Learning for Teachers: Maximising Impact on Learners (Routledge, 2012)
- Illeris K – Contemporary theories of learning: learning theorists: in their own words (Routledge, 2018)
- Karl A and Riley A - Understanding and Using Educational Theories, 2nd Edition (Sage 2018)
- Keeley-Browne L – Training to Teach in the Learning and Skills Sector (Pearson, 2007)
- Machin I and Hindmarch D - A Complete Guide to The Level 5 Diploma in Education and Training (Further Education), 3rd Edition (Critical 2020)
- Petty G – Teaching Today: A Practical Guide (Oxford University Press, 2014)
- Powell S and Tummons J – Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition (Learning Matters, 2011)
- Reece I and Walker S – Teaching, Training and Learning: A Practical Guide (Business Education, 2007)
- Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)

Internally Assure the Quality of Assessment

Unit Reference Number	J/650/6833
Unit Title	Internally Assure the Quality of Assessment
Unit Level	4
Number of Credits	6
Guided Learning Hours (GLH)	45
Total Qualification Time (TQT)	60
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.

'Practitioner' can be taken to mean anyone with a learning and development responsibility as part of their role.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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	Ensuring standards and procedures are always adhered to, identification of internal quality assurance activities, justification of activities, reporting and recording, standardisation of assessment.
2. Internally evaluate the quality of assessment	2.1 Carry out internal monitoring activities to quality requirements.	Planned monitoring, regularity of monitoring activities, adherence to regulatory requirements, monitoring and evaluation of activities carried out, monitoring of planning

	<p>2.2 Evaluate assessor expertise and competence in relation to the requirements of their role.</p> <p>2.3 Evaluate the planning and preparation of assessment processes.</p> <p>2.4 Determine whether assessment methods are safe, fair, valid and reliable.</p> <p>2.5 Determine whether assessment decisions are made using the specified criteria.</p> <p>2.6 Compare assessor decisions to ensure they are consistent</p>	<p>and preparation of assessment processes, ensuring assessment methods are safe, fair, valid and reliable, using specified criteria to ensure assessment decisions meet requirements, monitoring assessment decisions for consistency, feeding back on decision making, checking assessor expertise and competence in relation to the requirements of their role.</p>
<p>3. Internally maintain and improve the quality of assessment</p>	<p>3.1 Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment.</p> <p>3.2 Apply procedures to standardise assessment practices and outcomes</p>	<p>Facilitating feedback, observation, monitoring of outcomes, evaluation, inclusion of feedback into review cycle, identification of future goals and objectives resulting from learning activities, feedback on monitoring activities, advise and support assessors, facilitate standardisation activities.</p>
<p>4. Manage information relevant to the internal quality assurance of assessment</p>	<p>4.1 Apply procedures for recording, storing and reporting information relating to internal quality assurance.</p> <p>4.2 Follow procedures to maintain confidentiality of internal quality assurance information</p>	<p>Manage and maintain records and report, accuracy of recording, safe storage of information, appropriate sharing of information.</p>
<p>5. Maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment</p>	<p>5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare.</p> <p>5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance</p> <p>5.3 Critically reflect on own practice in internally assuring the quality of assessment.</p>	<p>Application of reflective practice, how and where to seek information about current best practice, sources of feedback on practice, seeking a critique of skills, knowledge and practical competence, observations, mentoring and critical friend model, gathering and record information to engage in continuing professional development (CPD), influences on own knowledge, skills and practical competence. Creation of a plan for own development in relation to internally assuring the quality of assessment.</p> <p>Policies, procedures, and legislation to include those for health, safety, and welfare.</p>

	5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment	
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Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
1 – 5	All under LO 1-5	<ul style="list-style-type: none"> • Portfolio of evidence • Evidence of IQA monitoring activities for at least two assessors. • Reflective account of work • Observation of performance • Work products • Witness testimony/written feedback. 	Evidence of IQA monitoring activities for at least two assessors.

Indicative reading list

Avis J, Fisher R and Thompson R (eds). (2009). Teaching in Lifelong Learning: A Guide to Theory and Practice. Open University Press: Maidenhead.

Cohen L, Manion L, Morrison K and Wyse D. (2017). A Guide to Teaching Practice, 5th edition. Routledge: London

Duckworth, V. and Tummons, J. (2010). Contemporary Issues in Lifelong Learning. OU Press

Gravells, A. (2016). Principles and Practices of Quality Assurance: A guide for internal and external quality assurers in the FE and Skills Sector. Learning Matters: London.

Illeris, K. (2018) Contemporary theories of learning: learning theorists: in their own words. Routledge: London.

Wenger, E. (2000). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge University Press.

Preparing for the Coaching Role

Unit Reference Number	K/650/6834
Unit Title	Preparing for the Coaching Role
Unit Level	4
Number of Credits	3
Guided Learning Hours (GLH)	15
Total Qualification Time (TQT)	30
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to prepare you for the coaching role by analysing the role of the coach and the use of coaching in a specific context.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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 role.	Skills and qualities required for a coaching role: e.g., building rapport, communicating clearly, skilful use of questioning, active listening, having a passion for developing others, having an interest in personal development for self and others, being non-judgemental, being flexible, being self-aware, maintaining confidentiality, motivating others, providing a role model, giving honest feedback.

	<p>1.4 Explain the importance of acting according to ethical and professional standards in a coaching relationship.</p> <p>1.5 Analyse ways of building a relationship with a client in a coaching role</p>	<p>Ways in which own values, behaviours, attitudes, and emotional awareness can impact on the coaching role: e.g., influence of own values, behaviours, attitudes, and emotional behaviours on own decisions relating to the coaching role, impact of demonstrating or not demonstrating the skills and qualities identified above on the relationship between coach and client.</p> <p>Importance of establishing ground rules for engagement and boundaries in a coaching role: e.g. for ground rules - Identifying legal requirements and organisational policies and procedures relevant to establishing ground rules, involving all relevant parties in negotiating and agreeing ground rules, identifying an appropriate intervention strategy for when ground rules are not met; for boundaries – identifying conflicts of interest, promoting the independence and autonomy of the client, recognising factors that impact negatively on the coach and client relationship, recognising own limitation as a coach and when to make referrals.</p> <p>Importance of acting according to ethical and professional standards in a coaching relationship: e.g., for ethical – being aware of own limitations and referring the client on when appropriate, health, safety and well-being of coach and client, carrying out appropriate risk assessments, providing the appropriate level of guidance, direction, and support, identifying potential conflicts of interest; for professional standards.</p> <p>Ways of building a relationship with a client in a coaching role: e.g., developing rapport and trust, adopting a consistent approach, being honest, providing constructive feedback, anticipating client needs, negotiating outcomes, demonstrating appropriate skills and values. Identifying any legal issues or requirements, relevant national occupational standards or professional standards, organisational policies and procedures, codes of conduct.</p>
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<p>2. Understand the use of coaching in a specific context</p>	<p>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:</p> <ul style="list-style-type: none"> • data protection; • privacy; • confidentiality; and • safeguarding and disclosure <p>2.4 Identify sources of support to deal with issues which are outside of own expertise or authority. 2.5 Explain what constitutes a safe and comfortable environment for a coaching session</p>	<p>Benefits of coaching in a specific context: e.g., developing client confidence, encouraging client autonomy and initiative, supporting the client to make changes to their practice, to prioritise and to achieve specific objectives. Impact of coaching on individual learning and development: e.g., establishing and responding to individual learning styles/preferences, identifying and addressing gaps in knowledge, understanding and skills, improved motivation, setting and meeting individual objective through action planning and target setting. Legal and organisational requirements in a specific context relating to; data protection; privacy, confidentiality, and safeguarding and disclosure: e.g., legal requirements relating to data protection, privacy, confidentiality, and safeguarding and disclosure, organisational policies and procedures relating to data protection, privacy, confidentiality, and safeguarding and disclosure. Sources of support to deal with issues which are outside of own expertise or authority: e.g., for expertise – interpreter for language requirements, specialist for specific learning needs, mentor for coach, peers for coach and client, range of support services; for authority – client’s manager, more experienced coach. Safe and comfortable learning environment for a coaching session: e.g., promoting respect and confidence, health and safety aspects, appropriate physical features – furniture, heating, lighting, access to facilities and refreshments, providing constructive feedback.</p>
<p>3. Understand how to identify client goals and outcomes</p>	<p>3.1 Analyse ways of identifying and agreeing outcomes and goals with clients. 3.2 Explain the role of a coaching agreement.</p>	<p>Ways of identifying and agreeing outcomes and goals with clients: e.g., for identifying – active</p>

	<p>3.3 Explain the importance of agreeing with a client records of interaction and progress towards agreed objectives and goals</p> <p>3.4 Analyse client responsibility and autonomy for making changes</p>	<p>listening, acknowledging client contributions, questioning, and exploring client suggestions, suggesting alternatives, exploring priorities for short-term and long-term outcomes and goals, sharing own experiences; for agreeing – promoting client choice, negotiating targets, establishing realistic timescale, exploring factors impacting on achievement of outcomes and goals.</p> <p>Role of a coaching agreement: e.g., to analyse strengths and areas for improvement in skills, to agree outcomes, goals, and targets, to identify the resources and support required, to agree timescales for monitoring and reviewing progress.</p> <p>Client responsibility and autonomy for making changes: e.g., self-assessment, setting timescales, networking, applying new skills, revising targets and timescales, reviewing, and recording own progress.</p>
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1	ACs 1.1, 1.2, 1.3, 1.4 and 1.5	Research Report	1000 words
LO2	ACs 2.1, 2.2, 2.3, 2.4 and 2.5	1 x 15-minute Presentation,	Up to 500 words of speaker notes.
LO3	ACs 3.1, 3.2, 3.3 and 3.4	1 x Reflective Study	1000 words

Indicative reading list

Avis J, Fisher R and Thompson R (eds). (2009). Teaching in Lifelong Learning: A Guide to Theory and Practice. Open University Press: Maidenhead.

Cohen L, Manion L, Morrison K and Wyse D. (2017). A Guide to Teaching Practice, 5th edition. Routledge: London

Duckworth, V. and Tummons, J. (2010). Contemporary Issues in Lifelong Learning. OU Press

Illeris, K. (2018) Contemporary theories of learning: learning theorists: in their own words. Routledge: London.

Passmore, J (2020) Becoming a Coach: The Essential ICF Guide. Pavilion Publishing and Media.

Sternad, D (2021) Developing Coaching Skills: A Concise Introduction Paperback.

Wenger, E. (2000). Communities of Practice: Learning, Meaning, and Identity. Cambridge University Press.

Preparing for the Mentoring Role

Unit Reference Number	L/650/6835
Unit Title	Preparing for the Mentoring Role
Unit Level	4
Number of Credits	3
Guided Learning Hours (GLH)	15
Total Qualification Time (TQT)	30
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to prepare you for the mentoring role by analysing the role of the mentor and the use of mentoring in a specific context.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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.	Skills and qualities required for a specific mentoring role: Qualities needed to be an effective mentor (e.g. expertise in subject, availability on a regular basis, use of inductive and deductive techniques, ability to create a rapport between mentor and mentee), role of mentor (e.g. to develop individual ability and/or willingness in a specific subject to benefit the organisation, plan and/or deliver a

	<p>1.4 Explain the importance of acting according to ethical and professional standards in a mentoring relationship.</p> <p>1.5 Analyse ways of building a relationship with a client in a mentoring role</p>	<p>formal programme covering a period of time), questioning technique, written/verbal/nonverbal communication.</p> <p>Impact of values, behaviours, attitudes, and emotional awareness on the mentoring role: Creating a rapport, conflicts of interest, codes of practice, confidentiality. Own values shaped by cultural/social/political factors, self-reflection, forms of reflection (e.g., technical, or problem-solving reflection, practical reflection (appraisal of the whole situation involving the assumptions/values of the reflector), critical reflections which consider the social/political context of the issue), models of reflection (e.g., Gibbs, Johns, Rolfe et al., Atkins and Murphy).</p> <p>Establish ground rules for engagement and boundaries: Agreed structure, time allocated, fosters commitment, facilitate learning, build relationships (clarify, role, responsibilities, expectation), maintain trust and confidentiality.</p> <p>Acting according to ethical and professional standards: Role and responsibilities, professional standards, codes of conduct, good practice, organisational policy and practice, mentor/ mentee relationship (trust). Ways of building a relationship with a client: Mentoring agreements, motivation theory (e.g., Maslow, Herzberg, McGregor), safety, security, positive attitudes, effective communication, challenging inappropriate behaviour, conflict management, time management, advice, guidance, and support.</p>
<p>2. Understand the use of mentoring in a specific context</p>	<p>2.1 Analyse the impact of mentoring on individual learning and development</p> <p>2.2 Explain legal and organisational requirements in a specific context relating to:</p> <ul style="list-style-type: none"> • data protection; • privacy; • confidentiality; and • safeguarding and disclosure 	<p>Benefits of mentoring in a specific context: For mentees, for mentors, for an organisation, impartial advice and encouragement, problem solving, teamwork and mutual support, creativity and co-operation, flexibility and persistence, reflective practice, organisational change, continuous professional development.</p> <p>Impact of mentoring on individual learning and development: The mentoring wheel, role of the mentor</p>

	<p>2.3 Identify sources of support to deal with issues which are outside of own expertise or authority.</p> <p>2.4 Explain what constitutes a safe and comfortable environment for a mentoring session</p>	<p>(Counsellor, networker, facilitator, coach), motivation theory (e.g. Maslow, Herzberg, McGregor), one-to-one meetings, use of inductive technique ('pushing it in' or telling) and deductive technique ('drawing it out' or coaching), written/verbal/non-verbal communication, confidence building.</p> <p>Legal and organisational requirements in a specific context relating to: Data protection, copyright, privacy, confidentiality, safeguarding and disclosure, internal and external policy, and practice.</p> <p>Sources of support to deal with issues that are outside own expertise or authority: IAG (information, advice and guidance), signposting, role of support agencies, learner support opportunities, learning support opportunities, identifying key staff within the organisation responsible for referral, limits of responsibility.</p> <p>Safe and comfortable environment for a mentoring session: The concept of the safe learner including identification of hazards/risk/controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g., every child matters, be healthy, stay safe, make a positive contribution, achieve, and enjoy, achieve economic wellbeing), data protection, organisational policies and practice (e.g., equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), impact of legislation on own practice.</p>
<p>3. Understand how to identify client goals and outcomes</p>	<p>3.1 Analyse ways of identifying and agreeing outcomes and goals with clients.</p> <p>3.2 Explain the role of a mentoring agreement.</p>	<p>Identifying and agreeing outcomes and goals with clients: Mentoring agreements, reflection, focus (SMART targets), plan, support (types of and level), review cycle.</p>

	<p>3.3 Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals</p> <p>3.4 Analyse client responsibility and autonomy for making changes</p>	<p>Role of a mentoring agreement: Defined goals, measure of success, accountability, responsibility, confidentiality, protocols, planning, reviewing.</p> <p>Importance of agreeing with the client records of interaction and progress towards agreed objectives and goals: Clarification, objectivity, progress, accountability, conflict management.</p> <p>Client responsibility and autonomy for making changes: Evaluation, outcomes, mentoring agreements (defined goals, measure of success, accountability, responsibility, confidentiality, protocols, planning, reviewing).</p>
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1	ACs 1.1, 1.2, 1.3, 1.4 and 1.5	Research Report	1000 words
LO2	ACs 2.1, 2.2, 2.3, 2.4 and 2.5	15-minute Presentation	500 words of speaker notes
LO3	ACs 3.1, 3.2, 3.3 and 3.4	Reflective Study	1000 words

Indicative reading list

Avis J, Fisher R and Thompson R (eds). (2009). Teaching in Lifelong Learning: A Guide to Theory and Practice. Open University Press: Maidenhead.

Brent, M and Dent, F (2015) Leader's Guide to Coaching and Mentoring, How to Use Soft Skills to Get Hard Results (The Leader's Guide) London: FT Publishing International.

Cohen L, Manion L, Morrison K and Wyse D. (2017). A Guide to Teaching Practice, 5th edition. Routledge: London

Duckworth, V. and Tummons, J. (2010). Contemporary Issues in Lifelong Learning. OU Press

Illeris, K. (2018) Contemporary theories of learning: learning theorists: in their own words. Routledge: London.

Starr, J (2021) Mentoring Manual, The: Your Step-by-step Guide to Being a Better Mentor. London: Pearson Business.

Wenger, E. (2000). Communities of Practice: Learning, Meaning, and Identity. Cambridge University Press.

Preparing for the Personal Tutoring Role

Unit Reference Number	M/650/6836
Unit Title	Preparing for the Personal Tutoring Role
Unit Level	4
Number of Credits	3
Guided Learning Hours (GLH)	15
Total Qualification Time (TQT)	30
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to prepare you for the role of personal tutor by analysing the role of the personal tutor, factors affecting learners' attitudes to learning, the use of personal tutoring in a specific context and target setting.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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.	Skills and qualities required for a personal tutoring role: Subject knowledge, welcoming, friendly and approachable, patient, respectful, empathetic, caring, considerate, compassionate, diplomatic, and non-

	<p>1.2 Explain how own values, behaviours and attitudes can impact on the personal tutoring role.</p> <p>1.3 Explain the boundaries and limitations of a personal tutoring role.</p> <p>1.4 Explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role</p> <p>1.5 Analyse the importance of communication in a personal tutoring role</p>	<p>judgemental.</p> <p>Impact of values, behaviours, and attitudes: Creating a safe and positive environment, adhering to legislation and regulation, enabling individuals to develop ownership whilst promoting reflective practice, acknowledging impact, limitations and boundaries, demonstrating and promoting equality and diversity.</p> <p>Boundaries and limitations: Internal roles/job descriptions, institutional/social/ personal barriers, learner support, learning support, referral agencies and signposting, information, advice, guidance (IAG).</p> <p>Acting according to ethical and professional codes and standards: Creating a safe and positive environment, adhering to legislation and regulation, enabling individuals to develop ownership whilst promoting reflective practice, acknowledging impact, limitations, and boundaries, demonstrating, and promoting equality and diversity.</p> <p>Communication in a personal tutoring role: Support, empowerment, progress, achievement, learning conversations and transformative techniques, learner centred, build trust and respect, promote full understanding, and draw out solutions, ideas, and goals.</p>
<p>2. Understand factors affecting learners' approaches to learning</p>	<p>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</p> <p>2.2 Explain why it is important that learners take responsibility for their own learning</p> <p>2.3 Explain why it is important that personal tutoring programmes support the development of learning and transferable skills</p> <p>2.4 Analyse strategies to enable learners to engage with learning</p>	<p>Effect of socio-economic, cultural, and personal background, work history, and educational achievement: Institutional, social, cultural, and personal barriers to accessing information (e.g., non-inclusive language, English as a second language, lack of confidence, specific learning difficulties and disabilities, point of access/ hours of access for external agencies, low levels of literacy/numeracy, financial issues etc.).</p> <p>Importance of learners taking responsibility: Learner empowerment, learner autonomy, planning of delivery and assessment involving the learner, using assessment outcomes as a basis of improvement/target setting, written/verbal/ non-verbal communication, feedback, appraisal reviews.</p>

	<p>2.5 Explain factors which identify learners at risk of disengaging from learning</p>	<p>Importance to support the development of learning and transferable skills: Learner empowerment, learner autonomy, planning of delivery and assessment, involving the learner, using assessment outcomes as a basis of improvement, target setting, written/verbal/non-verbal communication, feedback, appraisal reviews, achievement, progression, career development. Analyse strategies: The purpose of the learning and development activity, action planning, targets are Specific, Measurable, Achievable, Realistic, Time-based (SMART), relationship between personal expectations and organizational expectations/requirements, impact of legislation on learners, potential constraints (e.g., boundaries of learning and development), resource availability, funding availability. Factors which identify learners at risk of disengaging from learning: Changes in attitudes/behaviour, poor attendance, lack of or limited peer interaction, lack of participation, non-completion of course work, explicit request to leave.</p>
<p>3. Understand the use of personal tutoring in a specific context</p>	<p>3.1 Describe the range of support available for learners within a specific context 3.2 Explain legal and organisational requirements relating to:</p> <ul style="list-style-type: none"> • data protection; • copyright; • privacy; • confidentiality; and • safe-guarding and disclosure <p>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</p>	<p>Support available for learners: Boundaries of personal/organizational responsibility, duty of care, legal and regulatory responsibilities, key personnel within own organisation responsible for referral, safeguarding etc., external sources of information (e.g., colleagues, work-based learning providers, agencies aiding relating to social and personal problems), signposting, benefits of using expert sources of information. Legal and organisational requirements: Data protection, copyright, privacy, confidentiality, safeguarding and disclosure, internal and external policy and practice. Working with others: Creating terms of reference (i.e., expectations, what must be</p>

		<p>achieved, boundaries within which there can be freedom of action, ability to exercise independent decision making), clarification of objectives and organisation to achieve these, communication skills (e.g., written, verbal and non-verbal), negotiation skills.</p> <p>Working with external stakeholders and partners: Creating terms of reference (i.e., expectations, what has to be achieved, boundaries within which there can be freedom of action, ability to exercise independent decision making), clarification of objectives and organisation to achieve these, communication skills (e.g., written, verbal and non-verbal), negotiation skills.</p>
<p>4. Understand how to create personal learning targets</p>	<p>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</p>	<p>Individual learning plans: Identify and address needs, learning preferences, barriers to learning (e.g., organisational, cultural, personal, societal), current levels of learners, initial assessment, SMART targets, learner empowerment, communication, and negotiation skills.</p> <p>Support learners to create personal learning targets: The role of the personal tutor, how to provide appropriate support, meeting individual needs, responsibilities to the learner and the organisation, personal and professional limits of responsibility, referral to specialist support, range of skills needed, demonstrating an awareness of needs and the issues impacting on the individual learner.</p> <p>Importance of reviewing learner progress and targets: Performance and personal growth, identify development needs, self-esteem, and confidence, develop independent learning, motivation, progression, employability/promotion, attendance, punctuality, additional learning support.</p>

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1	ACs 1.1, 1.2, 1.3, 1.4 and 1.5	Research Report	1000 words. Inclusive of a reference list of all sources accessed.
LO3	ACs 3.1, 3.2, 3.3, 3.4 and 3.5	15-minute Presentation	500 words of speaker notes.
LO2 and LO4	ACs 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2 and 4.3	Reflective Study	1200 words

Indicative reading list

Avis J, Fisher R and Thompson R (eds). (2009). Teaching in Lifelong Learning: A Guide to Theory and Practice. Open University Press: Maidenhead.

Brent, M and Dent, F (2015) Leader's Guide to Coaching and Mentoring, How to Use Soft Skills to Get Hard Results (The Leader's Guide) London: FT Publishing International.

Cohen L, Manion L, Morrison K and Wyse D. (2017). A Guide to Teaching Practice, 5th edition. Routledge: London

Duckworth, V. and Tummons, J. (2010). Contemporary Issues in Lifelong Learning. OU Press

Illeris, K. (2018) Contemporary theories of learning: learning theorists: in their own words. Routledge: London.

Lochtie, D, Walker, B and Stork, A (2022) The Higher Education Personal Tutor's and Advisor's Companion: Translating Theory into Practice to Improve Student Success Paperback. Critical Publishing

Starr, J (2021) Mentoring Manual, The: Your Step-by-step Guide to Being a Better Mentor. London: Pearson Business.

Wenger, E. (2000). Communities of Practice: Learning, Meaning, and Identity. Cambridge University Press.

Principles and Practice of Lip-reading Teaching

Unit Reference Number	R/650/6837
Unit Title	Principles and Practice of Lip-reading Teaching
Unit Level	4
Number of Credits	12
Guided Learning Hours (GLH)	48
Total Qualification Time (TQT)	100
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this component is to provide learners with the specialist knowledge, understanding, and techniques needed to become an effective teacher of lip-reading.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Understand the physiological processes and psychological functions of hearing	1.1 Identify the physiological processes involved in hearing 1.2 Identify the psychological functions of hearing	The physiological processes involved in hearing: Sound transfers into the ear canal, which causes the eardrum to move, the eardrum then vibrates with the different sounds, these sound vibrations make their way through the ossicles to the cochlea, sound vibrations make the

		<p>fluid in the cochlea travel like ocean waves, the brain interprets the signal into a sound that we recognize and understand.</p> <p>The psychological functions of hearing: response to speech, the way we connect and communicate, emotionally and intellectually, the importance of brain development to facilitate hearing and its interpretation.</p>
<p>2. Understand the effects of acquired hearing loss</p>	<p>2.1 Analyse factors which lead to acquired hearing loss</p> <p>2.2 Analyse types of hearing loss and the psychological, social and emotional effects of the impact of acquired hearing loss</p> <p>2.3 Analyse the impact of acquired hearing loss on education and employment opportunities</p>	<p>Factors which lead to acquired hearing loss: not always related to an underlying condition, it may be caused by earwax accumulation, noise, aging, age-related hearing loss, severe pressure change, ear infection. drugs that damage the ear, injuries, foreign object in the ear.</p> <p>Types of hearing loss and the psychological, social and emotional effects of the impact of acquired hearing loss: Conductive hearing loss, sensorineural hearing loss, mixed hearing loss, auditory neuropathy spectrum disorder. Mild, moderate, severe, and profound. Effects: confusion, isolation, anxiety, loss of independence, impact on job role and income, exclusion, anger, fear.</p> <p>The impact of acquired hearing loss on education and employment opportunities: additional support may be needed and may not always be available, limited resources, provision made, increased/reduced opportunities, local/national provision, and engagement.</p>
<p>3. Understand ways in which amplification and lip-reading are optimised by those with hearing loss</p>	<p>3.1 Evaluate hearing aids and implants available to support hearing loss</p> <p>3.2 Analyse the roles of health professionals in identifying and supporting hearing loss</p> <p>3.3 Analyse the optimum conditions for lip-reading and using a hearing aid</p>	<p>Hearing aids and implants available to support hearing loss: behind the ear, receiver in the ear, in the ear, in the canal, completely in the canal, invisible in the canal, CROS and BiCROS hearing aids can help if a person has lost hearing in one ear, body worn hearing aids. Implants: bone anchored, cochlear implants, auditory brainstem implants, middle ear implants. Assistive listening devices.</p> <p>The roles of health professionals in identifying and supporting hearing loss: GP, audiologist, ENT (Ear, Nose and Throat) consultant, Speech, and language therapists (SLT), community paediatrician in audiology, support groups and networks.</p>

		The optimum conditions for lip-reading and using a hearing aid: lighting, ambience, noise, distractions reduced, space, seating, environment, ensure any equipment used is clean and in working order,
4. Understand the phonology of spoken English and its application to lip-reading learning and teaching	4.1 Explain aspects of the phonology of spoken English which have implications for learning and teaching lip-reading 4.2 Identify the shapes of spoken English to adults with acquired hearing loss 4.3 Explain strategies used to lip-read by adults with acquired hearing loss	Aspects of the phonology of spoken English which have implications for learning and teaching lip-reading: checking for individual's awareness and level of understanding, may not have phoneme awareness, differences in diction and pronunciation, experience of listener and speaker, willingness to engage. The shapes of spoken English to adults with acquired hearing loss: differing aspects for each person, level of ability, understanding of both parties, use of exaggerated mouth movements, use of cueing using had shapes, use of hand signals. Strategies used to lip-read by adults with acquired hearing loss: looking at the person directly, facing them, use of lighting, light on the speaker's face, asking person to repeat, asking person to not cover mouth, speak clearly, quiet area, use of normal facial expressions and gestures.
5. Use specialist techniques and methodology for teaching lip-reading	5.1 Explain and demonstrate the use of voice and devoice techniques in supporting lip-reading development. 5.2 Explain and demonstrate the use of specialist methods for teaching lip-reading to adults. 5.3 Justify own selection and use of specialist resources to support the development of lip-reading skills by adults	Techniques in supporting lip-reading development the use of specialist methods for teaching lip-reading to adults: lip patterns, lip movement, use of context, knowledge of rhythm of speech, repetition. Specialist resources to support the development of lip-reading skills by adults: use of online resources, technology, local sensory teams, classes, support groups, networks.
6. Understand assistive aids and services available to those with acquired hearing loss	6.1 Evaluate assistive equipment available to those with hearing loss. 6.2 Evaluate services offered by agencies and organisations to those with acquired hearing loss	Assistive equipment available to those with hearing loss: hearing loops, FM systems, infrared systems, amplifiers, aids. Services offered by agencies and organisations to those with acquired hearing loss: assessment, monitoring, specialist support services, advocacy, interpreters,

		information, support, advice, guidance, research, treatments, funding.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1 and LO2	ACs 1.1, 1.2, 2.1, 2.2 and 2.3	Research Log Research Evaluation Report	Inclusive of a reference list of all sources accessed. 1000 words
LO3 and LO4	ACs 3.1, 3.2, 3.3, 4.1, 4.2 and 4.3	Case Study	1200 words
LO5 & LO6	ACs 5.1, 5.2, 5.3, 6.1 and 6.2	15-minute Presentation	1000 words of speaker notes.

Indicative reading list

Anderson, C. (2021) HowExpert Guide to Hearing Loss: 101 Tips to Learn about Hearing Loss, including Diagnosis, Prevention, Treatments, and More! Hot Methods

Eberts, S and Hannah, G. (2022) Hear & Beyond: Live Skillfully with Hearing Loss. Page Two Books, Inc.

Edens, T (2016) Lip Reading - a self help textbook. CreateSpace Independent Publishing Platform.

Edens, T (2016) . The Lip Reading Dictionary: using English (UK) spelling and BBC English pronunciation. CreateSpace Independent Publishing Platform.

Nitchie, EB. (2001) Lip-Reading: Principles and Practice: A Hand-Book for Teachers and for Self Instruction Paperback. Adamant Media Corporation.

<https://mid.org.uk/> Royal National Institute for Deaf People (RNID)

<https://www.nhs.uk/conditions/hearing-loss/> Hearing loss-NHS

<https://www.hearinglink.org/> Hearing Link Services - UK Hearing Loss Charity

Specialist Delivery Techniques and Activities

Unit Reference Number	T/650/6838
Unit Title	Specialist Delivery Techniques and Activities
Unit Level	4
Number of Credits	9
Guided Learning Hours (GLH)	30
Total Qualification Time (TQT)	60
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

This unit aims to enable the learner to explore the use of specialist delivery techniques in their own specialist vocational or subject area.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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	The purpose of specialist delivery techniques in meeting learner needs in a specific area: analysis of subject teaching points, logical sequence, and structure of content, deliver technical skills.

	<p>1.2 Identify learning needs that can be met through the use of specialist delivery techniques</p> <p>1.3 Justify the use of specialist delivery techniques to meet the needs of learners in a specific area</p>	<p>Learning needs that can be met using specialist delivery techniques: specialist needs, variety, reflection, theory, empowering learners through negotiation and sharing needs, stimulating independent learning, patterns of teacher learner interaction and teaching methods for specialist circumstances, assisting learners in exploring and articulating their personal aspirations in specialist area.</p> <p>Specialist delivery techniques to meet the needs of learners in a specific area: conceptual framework and characteristics related to specialist delivery, relating concepts of behaviourists, cognitive and humanist theories to specialised learning, andragogy versus pedagogy, memorising and rote learning, experimental learning, hypothesising and testing, distance and online, resources-based learning, collaborative learning, specialist area requirements, lectures, seminars, workshops, one to one, practical activity, research, project work, field work, individual and group assessments, case studies, problem solving and interpersonal skills activities, discussion/debate, directed study.</p>
<p>2. Be able to develop specialist delivery techniques and learning activities in own specific area</p>	<p>2.1 Review issues that influence the development of specialist delivery techniques</p> <p>2.2 Select specialist delivery techniques to meet the needs of learners</p> <p>2.3 Plan the use of specific leaning activities to support specialist delivery techniques</p> <p>2.4 Select resources to support specialist delivery techniques and learning activities</p> <p>2.5 Identify ways in which specialist delivery techniques can be adapted to meet the needs of individual learners</p>	<p>Issues that influence the development of specialist delivery techniques: sensory preferences, use of intelligences such as: linguistic, mathematical, visual, learner contracts, experiential learning small group/whole group/collaborative/partnership, peer group support, alternative approaches to meet learner need.</p> <p>Specialist delivery techniques to meet the needs of learners: selecting delivery/learning activities to suit the demands of the specialist area; adapting approach to suit required skills/knowledge/understanding; appropriate delivery techniques, eg demonstration, role play, games, discussion, visits, distance learning, online learning, research, experimentation, work-based and workshop-based learning where appropriate to specialist teaching, supported or independent study, appropriate level of</p>

		challenge; simulation/emulation to provide realist learning experience to meet objectives.
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	Specialist delivery techniques and learning activities to meet the needs of learners: delivery to suit learners, e.g. level and specialist knowledge, skills understanding; specialist language; specialist activities. Resources to support specialist delivery techniques and learning activities: appropriate use of writing boards and learning environment; access to 'The Real Thing' or simulation to stimulate learning process, subject/specialist learning networks; adapting and developing specialist areas of virtual learning environment (VLE).
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	The effectiveness of own use of specialist delivery techniques to meet the needs of learners: evaluation of specialist personal skills subject/area; specific delivery to meets learners' needs for inclusion; evaluating own approaches to teaching knowledge, skills and understanding; using feedback to evaluate personal skills and attributes in delivering specific programmes, eg learners, peers, line manager, team, observations; monitoring effectiveness in meeting learning objectives; actioning areas for development. Strengths and areas for improvement in own skills in the development and use of specialist delivery techniques: improve own specialist practice, employ personal development journal/reflective journal to plan for own learning opportunities; individual research updating, specialist staff development opportunities; improving specialist qualifications; specialist secondment, work-shadowing, or work placement.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1	ACs 1.1, 1.2 and 1.3	Project Proposal Research Log	1 x Project Proposal - 1500 words. 1 x Research Log, inclusive of a reference list of all sources accessed.
LO2 and LO3	ACs 2.1, 2.2, 2.3, 2.4, 2.5, 3.1 and 3.2	Presentation	1 x 15-minute Presentation, with up to 1,000 words of speaker notes.
LO4	AC 4.1 and 4.2	Evaluation Report	1 x Evaluation Report - 1500 words

Indicative reading list

Armitage, A (2003) Teaching and Training in Post-Compulsory Education, Open University Press.

Daines, Daines and Graham (1992). Adult Learning, Adult Teaching. University of Nottingham.

Minton, D (1997) Teaching Skills in Further and Adult Education. City and Guilds, Macmillan.

Petty G — Teaching Today: A Practical Guide (Nelson Thornes Ltd, 2004)

Reece, I and Walker, S (2004) Practical Guide to Teaching and Learning. Business Education Publishers Ltd.

Walklin, L. (1990) Teaching and Learning in Further and Adult Education. Stanley Thornes.

Teaching in a Specialist Area

Unit Reference Number	Y/650/6839
Unit Title	Teaching in a Specialist Area
Unit Level	4
Number of Credits	15
Guided Learning Hours (GLH)	50
Total Qualification Time (TQT)	150
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to develop your knowledge and skills in relation to teaching in a specialist area. The specialist area may be a vocational or subject area. It includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key sector qualifications. It also includes curriculum issues, inclusive teaching and learning, and evaluating and improving your own practice in a specialist area.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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<p>1. Understand the aims and philosophy of education and training in a specialist area</p>	<p>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</p>	<p>Key aims of education and training: Education policy, policy drivers for different sectors (e.g., national, regional and local policies and strategies), educational ideology and sociological issues, learning theory. Philosophical issues relating to education and training: Factors impacting on curriculum design, national policy, local issues, organisational issues, resource availability, needs of learners, awarding organisation requirements, educational ideology and sociological issues, evaluations of previous curricula, professional influences.</p>
<p>2. Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area</p>	<p>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 the planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met</p>	<p>Aims and structure of key qualifications in own specialist area: Types of qualifications, level of qualifications, conditions, and characteristics, awarding organisation requirements, standard setting bodies. Aims and structure of learning programmes in own specialist area: Curriculum content and design, conditions, and characteristics, Recognition of Prior Learning (RPL), assessment strategies, standard setting bodies. Planning and preparation for the delivery of a learning programme: Conditions and characteristics, learning domains, Blooms taxonomy, initial assessment (e.g., identify barriers to learning), learning preferences, prior experience, Recognition of Prior Learning (RPL), aspirations, current levels of qualification, aptitude, organizational policy and practice, negotiation skills, SMART targets, learner involvement, action planning, written, verbal, non-verbal communication.</p>
<p>3. Understand principles of inclusive learning and teaching and key curriculum issues in a specialist area</p>	<p>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</p>	<p>Inclusiveness of own approach to the planning and preparation: Different methods to accommodate different learning and abilities or needs including one-to-one, paired work, small group teaching, whole group teaching, minimising potential barriers to ensure curricula are accessible to all, subject specialist knowledge, learning theory (andragogy, behaviourism, constructivism, cognitivism, humanism and socially situated learning),</p>

		<p>assessment theory (occurrence on the learning journey, forms of assessment, methods of assessment), subject specialist knowledge.</p> <p>Taking account of key curriculum issues, including the role of new and emerging technologies: Qualification requirements, specialist resources, specialist knowledge and skills, awareness of different areas of specialism, range of requirements both for teacher and learners, consideration of how to deliver and requirements for specialist delivery (resources, location, equipment and timing, models of evaluation (e.g., Kirkpatrick, Brookfield), obtaining qualitative and quantitative information from a range of sources).</p>
<p>4. Understand how to use resources for inclusive learning and teaching in a specialist area</p>	<p>4.1 Analyse ways in which learning and teaching resources, including new and emerging technologies, meet the individual needs of learners in own specialist area</p> <p>4.2 Analyse the inclusiveness of own use of learning and teaching resources in a specialist area</p>	<p>Ways teaching and learning resources meet individual needs of learners: Guidance from standard setting bodies, learners' levels and corresponding reading ages, SMOG (McLaughlin formula/ polysyllable count), testing resources, readability of resources, computerised resources, strengths, and limitations of specific resources, learning preferences, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities.</p> <p>Inclusiveness of own use of teaching and learning resources: Guidance from standard setting bodies, learners' levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), testing resources, readability of resources, computerised resources, strengths, and limitations of specific resources, learning preferences, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities.</p>
<p>5. Be able to work with others within a specialist area to develop own practice</p>	<p>5.1 Liaise with others within a specialist area to develop own practice.</p> <p>5.2 Review the impact of liaison with other teachers and trainers within own specialist area on own practice</p>	<p>Liaise with others within a specialist area to develop own practice: Teachers, mentors, learning support specialists, written/verbal/non-verbal communication, range of media.</p>

		<p>Review the impact of liaison with other teachers and trainers within own specialist area on own practice: Teachers, mentors, learning support specialists, written/verbal/non-verbal communication, range of media, self-reflection, use of feedback from a range of suitable sources (e.g., learners, peers, managers), reflective models (e.g., Gibbs, Schön, Atkins and Murphy), networking.</p>
<p>6. Be able to evaluate, improve and update own knowledge and skills in a specialist area</p>	<p>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 own specialist area 6.3 Identify opportunities to improve and update own knowledge and skills in a specialist area</p>	<p>Review the effectiveness of own knowledge and skills in a specialist area: Self-reflection, use of feedback from a range of suitable sources (e.g., learners, peers, managers), reflective models (e.g., Gibbs, Schön, Atkins and Murphy), action planning, SMART targets. Identify own strengths and areas for improvement in relation to practice in a specialist area: Self-reflection, use of feedback from a range of suitable sources (e.g., learners, peers, managers), reflective models (e.g., Gibbs, Schön, Atkins and Murphy), action planning, SMART targets. Identify opportunities to improve and update own knowledge and skills in a specialist area: Self-reflection, use of feedback from a range of suitable sources (e.g., learners, peers, managers), reflective models (e.g., Gibbs, Schön, Atkins and Murphy), action planning, SMART targets, networking.</p>

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1	ACs 1.1 and 1.2	Research Report	Research Report - 1500 words.
LO2 and LO5	ACs 2.1, 2.2, 2.3, 5.1 and 5.2	Presentation Peer Observation Report	1 x 15-minute Presentation, with up to 1000 words of speaker notes. 1 x Peer Observation Report up to 1000 words.
LO3 and LO4	ACs 3.1, 3.2, 4.1 and 4.2	Reflective Study	Reflective Study - 1500 words

Indicative reading list

Armitage, A (2003) Teaching and Training in Post-Compulsory Education, Open University Press.

Daines, Daines and Graham (1992). Adult Learning, Adult Teaching. University of Nottingham.

Minton, D (1997) Teaching Skills in Further and Adult Education. City and Guilds, Macmillan.

Petty G — Teaching Today: A Practical Guide (Nelson Thornes Ltd, 2004)

Reece, I and Walker, S (2004) Practical Guide to Teaching and Learning. Business Education Publishers Ltd.

Walklin, L. (1990) Teaching and Learning in Further and Adult Education. Stanley Thomes.

Understanding and Managing Behaviours in a Learning Environment

Unit Reference Number	F/650/6840
Unit Title	Understanding and Managing Behaviours in a Learning Environment
Unit Level	4
Number of Credits	6
Guided Learning Hours (GLH)	20
Total Qualification Time (TQT)	50
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

This unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours and evaluating own practice in managing behaviours in a learning environment.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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	Disruptive behaviours: e.g., definitions of disruptive behaviour, types of disruptive behaviour: talking or texting on mobile telephone, talking without permission, eating, and drinking or smoking in class, out of seat, brushing hair, applying makeup, passing notes, shouting, throwing objects, chewing gum, playing with equipment, attention seeking, swearing, setting off fire alarm, singing, humming, crawling on floor, attacking or threatening teacher and/or another learner. Potential factors leading to behaviours that disrupt a learning environment: e.g., lack of attention and/or support in the home environment, desire to gain power and/or control, seeking revenge for hurt feelings, lack of

		self-confidence, physiological factors (tiredness, illness, hunger, classroom environment (layout, temperature, light, noise level, learning difficulties and/or disabilities, poor teaching (ineffective planning to meet individual needs, inappropriate or limited range of teaching and learning methods, resources and assessment activities), curriculum issues.
2. Understand organisational policies relating to managing behaviours in the 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	Key characteristics of an effective behaviour management policy: e.g., clear, and practical guidelines, emphasising consistency and appropriateness of practices, goals, values, and procedures related to behaviour guidance demonstrate respect for learners' rights, information is given to staff members, learners and where relevant, parents and carers, about how the organisation meets the needs of learners with challenging behaviours, evidence of commitment to ongoing evaluation and assessment of behaviour guidance approaches and strategies.
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	Ways of encouraging behaviours that contribute to a purposeful learning environment: build positive relationships, foster student connections, outline classroom rules for positive behaviour, use positive reinforcement, ensure content is culturally relevant, use of differentiation. Strategies for encouraging behaviours that contribute to a purposeful learning environment: be consistent, establish ground rules from the outset, gain learner's attention, use positive language and body language, mutual respect.
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	Strategies for encouraging behaviours that contribute to a purposeful learning environment: e.g. paying attention to the kind of behaviour you want to continue, ignoring any behaviours which are not destructive, dangerous or harmful to others, finding something legitimately reinforcing and encouraging to say, being consistent, letting learners know what your behavioural expectations are and checking that they understands

		<p>them, being careful about what you promise or threaten because you have to carry through, avoiding sarcasm and negativity, being neutral emotionally when dealing with inappropriate behaviour, avoiding asking “Why did you do that?” and asking, “What do you think you should have done or how could you do that better?”, separating the behaviour from the person, being fair, yet firm, rewarding and commenting on good behaviour, being a good role model, saying something positive as soon as possible after reprimanding disruptive behaviour, responding quickly to any behaviours, giving choice between two appropriate options for behaviour, making clear the consequences of good or inappropriate behaviour.</p> <p>Strategies for managing behaviours that disrupt a purposeful learning environment: e.g., clearly communicating and displaying rules, three strikes and you’re out, ignore/rule/praise, time out, detention, loss of privilege, yellow card/red card, enforcing consequences consistently, and behavioural contract.</p>
<p>5. Be able to evaluate own practices in managing behaviours in a learning environment</p>	<p>5.1 Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment.</p> <p>5.2 Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment</p>	<p>The effectiveness of own practice in relation to promoting and managing behaviours in a learning environment: review strategies for evaluation; identify opportunities for engaging learners in evaluation; creating naturally occurring opportunities for course evaluation; evaluating and recording teaching sessions; familiarity with data collection and analysis techniques; measures for ensuring reliability of data collection; regularly review methods for effectiveness; personal SWOT; personal action plan; identifying opportunities for continuing professional development (CPD); improving own numeracy/ICT skills.</p>

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1 and LO2	ACs 1.1, 1.2, 2.1 and 2.2	Policy Review Case Study	1 x Policy Review – 1000 words, inclusive of a reference list of all sources accessed. 1 x Case Study – 800 words.
LO3 and LO4	ACs 3.1, 3.2, 4.1 and 4.2	Research Report	1 x Research Report - 1500 words.
LO5	AC 5.1 and 5.2	Evaluation Report	Evaluation Report - 1000 words

Indicative reading list

Addy L. (2003) How to Understand and Support Children with Dyspraxia. LDA.

Birkett V. (2006) How to Manage and Teach Children with Challenging Behaviour LDA

Brattland Nielsen L (2008) Brief Reference of Student Disabilities: With Strategies for the Classroom. Corwin. 2nd edition.

Hatton S and Broughton T (2011) An introduction to supporting people with autistic spectrum conditions. Learning Matters.

Imray P. (2007) Turning the Tables on Challenging Behaviour: A Practitioner's Perspective to Transforming Behaviours in Children, Young People and Adults with SLD, PMLD or ASD. David Fulton Publishers.

O'Regan F. (2002) How to Teach and Manage Children with ADHD. LDA.

Speake J (2003) How to Identify and Support Children with Speech and Language Difficulties. LDA.

Understanding the Principles and Practices of Externally Assuring the Quality of Assessment

Unit Reference Number	H/650/6841
Unit Title	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment
Unit Level	4
Number of Credits	6
Guided Learning Hours (GLH)	45
Total Qualification Time (TQT)	100
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this Unit is to assess knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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	Quality assurance of product and process , eg linking assessment to the learning cycle, standardisation, moderation of assessment to assessment criteria and standards, between students, between assessors, between programmes, between qualifications; checking organisation standards and national standards, eg requirement of awarding organisation, occupational standards, national standards, ensuring systems are

	<p>1.4 Explain the regulations and requirements for external and internal quality assurance in own area of practice</p>	<p>robust, fit for purpose, justified, reliable, targeted, reviewed, flexible, leading to improvement. Planning cycle, eg timing of quality assurance at different stages, per module, term, annual; quality assurance of process and product, eg standardisation between assessment methods, assessors, employers, use of diverse evidence, standardisation across desk-based, online, live and work-based assessments. Role allocation, eg assessors, tutors, mentors, peers, employers, quality assurance team, quality assurance manager. Roles of practitioners, eg assessor tasks are plan, deliver, judge, record, communicate assessment outcomes. Internal quality assurance tasks, eg plan, monitor, review, intervene, organise meetings and develop standards. External quality assurance tasks, eg plan, monitor, review, advise, report decisions; quality manager tasks are overseeing processes rather than products. Organisation policies and procedures, eg health and safety, equal opportunities, recording and reporting, quality assurance strategy, contribution to internal reviewing processes, SAR, identifying CPD needs; regulatory bodies, e.g. awarding organisation, SSC, Ofqual, Ofsted, employer, measure of accountability, integrity of programmes, measure of achievement, benchmarking</p>
<p>2. Understand how to plan the external quality assurance of assessment</p>	<p>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:</p>	<p>Requirements, e.g., standards, product versus process, involvement of students, assessors, trainers, teachers, tutors, employers, others; range of evidence, eg observation of performance, performance evidence, tracking and logging documents, meetings of assessment teams; timing and context, eg per assessment, at planning stage, ongoing/interim or final, per module, term,</p>

	<ul style="list-style-type: none"> ● information collection ● communications ● administrative arrangements ● resources <p>2.4 Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards</p>	<p>annual; quality assurance of process and product, who; recording and sharing outcomes.</p> <p>Coverage, e.g., every student, assessor, location, unit of assessment, assessment method; standardisation meetings, e.g., current and new standards, completing documentation, standardising approaches, flexibility to take account of emerging needs, timings, frequency, risk (traffic light system flags up those at risk), monitoring of practice, observation of practice, interviews, feedback from students, peers, employers, sharing good practice, work shadowing; product and process checks; areas for change, e.g. action plans and identifying targets.</p> <p>Planning, e.g., appropriate approaches to information collection, analysis of data collected; communicating and negotiating agenda with students, assessors, colleagues, employers; administrative arrangements, eg timing, venue, agenda, CPD activities to prepare participants; resources, e.g. assessors' records, assessment plans, sampling, organisation documentation, templates for recording outcomes, action plans, opportunities for professional progression.</p> <p>Range of approaches, eg timing and content of visits, negotiating visit plan prior to monitoring activity, negotiating monitoring through selected assessors (traffic light system to flag up areas of concern), identifying specific needs for monitoring, meeting range of assessors/verifiers; providing supportive feedback, recommendations, advice, and guidance to identify/share good practice, considering issues raised by students and in team meetings, problems and areas of good practice, views of staff on measures to enhance the programme.</p>
<p>3. Understand how to externally evaluate the quality of assessment and internal quality assurance</p>	<p>3.1 Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices.</p>	<p>Identifying people in process, e.g., internal, external, internal verifier, external verifier, standards verifier; awarding organisation requirements, e.g., range of work, assessments required for review,</p>

	<p>3.2 Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices.</p> <p>3.3 Evaluate different techniques for externally sampling evidence of assessment, including those that use technology</p>	<p>involvement of students, assessors, trainers, teachers, tutors, employers, others; monitoring, e.g., observation of practice, discussions, interviews, statements, team meetings, product sampling; timing and context, e.g., per assessment, at planning stage, ongoing, interim, or final, per module, term, annual; quality assurance of process and product, who; recording and sharing outcomes.</p> <p>Organisation policies and procedures, e.g., health and safety, equal opportunities, recording and reporting, quality assurance strategy, contribution to internal reviewing processes, SAR; regulatory bodies, e.g., awarding organisations, SSC, Ofqual, Ofsted, employer, measure of accountability, benchmarking; evaluation of quality assurance documentation e.g., course files, tracking and logging, standardisation procedures, sampling strategies.</p> <p>Sampling of product and process, e.g., on-site, desktop, remotely using technology, online sampling portfolio evidence (hard copy or electronic), sampling across students in workplace; methods of sampling product evidence, e.g., random, banded, targeted, representational, percentage coverage, across units for single unit; sampling across programme, e.g., skills, knowledge and understanding, across students, across assessors, across verifiers, across programmes or contexts.</p>
<p>4 Understand how to externally maintain and improve the quality of assessment</p>	<p>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.</p> <p>4.2 Evaluate standardisation requirements relevant to the external quality assurance of assessment.</p> <p>4.3 Explain the importance of providing feedback, support and advice to internal</p>	<p>Range of feedback, eg one-to-one, written and verbal, formal and informal, online, team meetings, self-assessment review (SAR), student feedback, evaluations; forms of support, eg from colleagues, mentor, line manager, quality manager, specific subject or additional needs support (functional skills), awarding organisations, occupational standards, employers, staff development team to provide CPD evidence.</p>

	<p>assessment and quality assurance staff that is consistent with standardisation requirements.</p> <p>4.4 Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment</p>	<p>Addressing quality standards, e.g., assessment standards and criteria, awarding organisation, SSC, regulatory bodies, employers, standards to meet external bodies, e.g., standardisation of assessment practice, students' performance of skills, knowledge, understanding, product and process, assessment is reliable, fair, safe, consistent across assessors and learners, uniformly applied and judged without bias, robust and can be replicated, assessment meetings, student feedback.</p> <p>Feedback, e.g., linked to specified outcomes, criteria and standards against range of available evidence; setting action points; providing appropriate levels of support, e.g. providing opportunity for staff to provide their own feedback, avoiding personal issues or bias, peer support, negotiated discussion, focus on positive outcomes, identifying opportunities for progression, setting realistic targets; offering recommendations, e.g. new initiatives, alternative approaches to assessment or internal quality assurance processes, updating currency of regulations, recommending improvements to existing procedures, opportunities for professional development.</p> <p>Organisation policies and procedures — shared with students in keeping with external requirements, e.g., awarding organisation policies and procedures, SSC, Ofqual, appeals procedures; assessment processes appropriate; assessment meetings; clear procedures and chain for addressing disputes, e.g., made accessible to all students, assessor, tutor, arbitrator, peer support.</p>
<p>5. Understand how to manage information relevant to external quality assurance</p>	<p>5.1 Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance</p>	<p>Information management, e.g., organisational procedures, data protection, safeguarding recording and storage of information, electronic formats for recording and storage and electronic safeguards; secure environment for providing feedback to student; identifying those with legitimate access and limiting access, e.g.</p>

		<p>recording evidence in a way that can be shared with appropriate access, use of technology, electronic formats, team meetings, assessment, or standardisation meeting</p>
<p>6. Understand the legal and good practice requirements relating to external quality assurance</p>	<p>6.1 Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety, and welfare.</p> <p>6.2 Critically compare different ways in which technology can contribute to external quality assurance.</p> <p>6.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment</p> <p>6.4 Explain the value of reflective practice and continuing professional development in relation to external quality assurance</p>	<p>Regulatory bodies of standards, e.g., Ofqual, Sector Skills Councils, awarding organisations, Institute for Learning; other regulations, e.g., health and safety, equality and diversity, data protection; organisational policies and procedures for quality assurance, e.g., safeguarding students during assessment, standardisation, moderation and verification of assessment, appeals procedures.</p> <p>Appropriate technology, e.g., storage and retrieval of evidence from initial assessments, online testing, recording of evidence including audio or visual, assignments submitted electronically, electronic feedback to students, emailing feedback; technology for recording and storing assessment evidence, eg software, awarding organisation’s online provision, students managing own electronic records, security, issues of authenticity, online CPD provision and recording.</p> <p>Identifying areas of good practice, e.g., forms of inequality and discrimination and their impact on individuals, the relevant legislation, employment regulations and policies, codes of practice relevant to the promotion of equality and valuing of diversity, e.g., visual auditory impairment, physical disability, bilingualism, additional support in assessment of skills, knowledge, understanding, alternative strategies, identifying and addressing individual needs as appropriate.</p> <p>Reflective practice, eg self-assessment, evaluation, SWOT analysis (strengths, weaknesses, opportunities, threats), realistic goals and targets for own development in relation to quality assurance, identifying constraints and opportunities, use of feedback from students, colleagues,</p>

		<p>managers, external evaluators, other individuals and professionals, self and quality assurance team reviews, formal and informal evaluation procedures, observation reports, outcome from appraisal, milestones, monitoring and modifications, updating knowledge, occupational expertise, skills and self-confidence, modifications to quality assurance plans, developing technologies to extend and enhance assessment process, contributing to curriculum development.</p>
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1	ACs 1.1, 1.2, 1.3 and 1.4	Research Log Research Evaluation Report	1 x Research Log, inclusive of a reference list of all sources accessed. 1 x Research Evaluation Report x 1000 words
LO2	ACs 2.1, 2.2, 2.3 and 2.4	Case Study	1 x Case Study - 1500 words.
LO3	ACs 3.1, 3.2, and 3.3	Presentation	1 x 15-minute Presentation, with up to 800 words of speaker notes.
LO4	ACs 4.1, 4.2, 4.3 and 4.4	Evaluation Report	1 x Evaluation Report - 1000 words
LO5 and LO6	ACs 5.1, 6.1, 6.2, 6.3 and 6.4	Evaluation Report	1 x Evaluation Report - 1000 words

Indicative reading list

Avis J, Fisher R and Thompson R (eds). (2009). Teaching in Lifelong Learning: A Guide to Theory and Practice. Open University Press:

Cohen L, Manion L, Morrison K and Wyse D. (2017). A Guide to Teaching Practice, 5th edition. Routledge: London

Gravells, A. (2016). Principles and Practices of Quality Assurance: A guide for internal and external quality assurers in the FE and Skills Sector. Learning Matters: London.

Illeris, K. (2018) Contemporary theories of learning: learning theorists: in their own words. Routledge: London.

Understanding the Principles and Practices of Internally Assuring the Quality of Assessment

Unit Reference Number	J/650/6842
Unit Title	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment
Unit Level	4
Number of Credits	6
Guided Learning Hours (GLH)	45
Total Qualification Time (TQT)	100
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires in order to carry out internal quality assurance of assessments carried out.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Understand the context and principles of internal quality assurance	1.1 Explain the functions of internal quality assurance in learning and development	The functions of internal quality assurance in learning and development: monitoring the effectiveness of the assessment and methodologies, measurement of

	<p>1.2 Explain the key concepts and principles of the internal quality assurance of assessment</p> <p>1.3 Explain the roles of practitioners involved in the internal and external quality assurance process</p> <p>1.4 Explain the regulations and requirements for internal quality assurance in own area of practice</p>	<p>objectives against outcomes, meeting national standards and benchmarking, meeting legislative requirements, identification of areas for development or improvement, highlighting of good practice, supporting standardisation of practice, review and forward planning with assessor involvement, liaison with external quality assurers who are the link to the awarding organisation. Regulations and requirements include information sharing, agreements, confidentiality, data protection, knowledge and understanding requirements, timescales, resource requirements, funding restrictions, required outcomes, monitoring of process, progress and product, requirements of sector standards, awarding organisations.</p>
<p>2. Understand how to plan the internal quality assurance of assessment</p>	<p>2.1 Evaluate the importance of planning and preparing internal quality assurance activities.</p> <p>2.2 Explain what an internal quality assurance plan should contain.</p> <p>2.3 Summarise the preparations that need to be made for internal quality assurance, including:</p> <ul style="list-style-type: none"> ● information collection ● communications ● administrative arrangements ● resources 	<p>Planning the internal quality assurance of assessment: information collection, communications, administrative arrangements, resources. Internal quality assurance of assessment evidence, make decisions based on specified criteria, maintain records according to agreed ways of working, share documentation as required, maintain the confidentiality of information, safe storage.</p>
<p>3. Understand techniques and criteria for monitoring the quality of assessment internally</p>	<p>3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology.</p> <p>3.2 Explain the appropriate criteria to use for judging the quality of the assessment process</p>	<p>Sampling of product and process, e.g., on-site, desktop, remotely using technology, online sampling portfolio evidence ie hard copy or electronic, sampling across learners in workplace.</p> <p>Methods of sampling product evidence, e.g., random, banded, targeted, representational, percentage coverage, across units for single unit, observation, questioning, professional discussion, witness testimony.</p> <p>Organisation standards, e.g., health and safety, equality and diversity, evidence trail, meeting targets, student</p>

		satisfaction, improvement, progression. Awarding organisation standards, e.g., performance criteria, levels, performance indicators, checklists, logging and tracking documents, portfolios; Sector Skills Council, occupational, vocational standards, National Occupational Standards; government regulatory body standards, eg Ofqual/Ofsted.
4. Understand how to internally maintain and improve the quality of assessment	<p>4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment.</p> <p>4.2 Explain standardisation requirements in relation to assessment.</p> <p>4.3 Explain relevant procedures regarding disputes about the quality of assessment</p>	<p>Internally maintaining and improving the quality of assessment, agreed standards and outcomes, constructive feedback to assessors, advice, guidance and support, identification of development needs and good practice, signposting to additional support and information.</p> <p>Standardisation of assessment, agreed documentation, agreed outcomes, sharing of practice. Understanding of complaints and appeals procedures, measuring the effectiveness of the assessment and methodologies, measurement of objectives against outcomes, learner achievement, meeting national standards and benchmarking, meeting legislative requirements.</p>
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	<p>Information management, eg recording, logging, tracking documentation, outcomes shared with students, safeguarding recording and storage of information, eg organisational procedures, data protection, security and safety of paper-based records, electronic formats for recording and storage and electronic safeguards; secure environment for providing feedback to student. Identifying those with legitimate access and limiting access, eg recording evidence in a way that can be shared with appropriate access, team meetings, assessment or standardisation meetings.</p>
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	<p>Legal and practice requirements including those for confidentiality, health, safety, and welfare. Use of technology to include recording findings, online planning, and feedback, updating, mechanism for meetings. Equality and diversity, data protection, skills, knowledge and understanding requirements, timescales, resource</p>

	<p>6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment</p> <p>6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance</p> <p>6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment</p>	<p>requirements, required outcomes, monitoring of process, progress and product.</p> <p>Application of reflective practice, how and where to seek information about current best practice, sources of feedback on practice, seeking a critique of skills, knowledge and practical competence, observations, mentoring and critical friend model, gathering and record information to engage in continuing professional development (CPD), influences on own knowledge, skills and practical competence.</p> <p>Legal and good practice requirements when assessing, health and safety, confidentiality, equality. Organisational policies and procedures. Differentiation, interpretation, translation. Review practice, reflection, application of new skills and knowledge, continuing professional development relevant to role and sector.</p>
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1	ACs 1.1, 1.2, 1.3 and 1.4	Research Log Research Evaluation Report	1 x Research Log, inclusive of a reference list of all sources accessed. 1 x Research Evaluation Report x 1000 words
LO2	ACs 2.1, 2.2 and 2.3	Case Study	1500 words
LO3	ACs 3.1 and 3.2	Presentation	1 x 15-minute Presentation, with up to 800 words of speaker notes.
LO4	ACs 4.1, 4.2 and 4.3	Evaluation Report	1 x Evaluation Report - 1000 words
LO5 and LO6	ACs 5.1, 6.1, 6.2, 6.3 and 6.4	Evaluation Report	1 x Evaluation Report - 1000 words

Indicative reading list

Avis J, Fisher R and Thompson R (eds). (2009). Teaching in Lifelong Learning: A Guide to Theory and Practice. Open University Press:

Cohen L, Manion L, Morrison K and Wyse D. (2017). A Guide to Teaching Practice, 5th edition. Routledge: London

Gravells, A. (2016). Principles and Practices of Quality Assurance: A guide for internal and external quality assurers in the FE and Skills Sector. Learning Matters: London.

Illeris, K. (2018) Contemporary theories of learning: learning theorists: in their own words. Routledge: London.

Action Learning to Support Development of Subject Specific Pedagogy

Unit Reference Number	K/650/6843
Unit Title	Action Learning to Support Development of Subject Specific Pedagogy
Unit Level	5
Number of Credits	15
Guided Learning Hours (GLH)	50
Total Qualification Time (TQT)	150
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

This unit aims to enable the learner to investigate an area of interest related to the teaching of their own subject specialist area. It includes selecting and justifying a relevant area of interest, using appropriate research methodology, reviewing current relevant literature and evaluating other subject specialists. It also involves engaging with peers, evaluating strengths and areas for development in own practice, and presenting findings clearly and objectively.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Understand how to identify an area of interest related to	1.1 Justify own selection of an area of interest for investigation.	Action learning and how can it support improvement in teaching and learning.

practice in own subject specific area	1.2 Evaluate ways in which enhanced knowledge from investigation of an area of interest could improve subject specific pedagogy	The relationship between action learning and reflection. What are action learning sets and how do they operate. The nature of subject specific pedagogy and how theories of teaching and learning link to practice in subject/specialist area
2. Be able to investigate current good practice in own subject specific area	2.1 Justify own selection of sources for investigation 2.2 Critically review current literature relating to practice in own subject specific area 2.3 Evaluate the practice of other subject specialists in own subject specific area	Identifying good practice in own subject specific pedagogy including using peer observation; evaluating own subject specific pedagogy in relation to identified good practice.
3. Be able to work with others to improve own skills in reflective practice	3.1 Engage in professional debate within an action learning set 3.2 Engage in reflection on practice with peers	Professional debate within an action learning set: Reflection on practice with peers: Self-reflective practice, use of feedback, from a range of suitable sources (e.g., learners, peers, awarding organisations), meetings and sharing of good practice, action planning, SMART targets.
4. Be able to evaluate own practice in a subject specific area	4.1 Identify own strengths and areas for improvement in relation to a selected area of interest 4.2 Evaluate the potential impact on own practice of new learning from investigation of an area of interest	Evaluating the effectiveness of the recommendations from investigation for improved subject specific pedagogical practice. Ethical considerations relevant to investigation
5. Be able to apply learning from investigation of an area of interest to own practice in a subject specific area	5.1 Justify selected areas for development based on findings from investigation of an area of interest 5.2 Evaluate the benefits of changes made to own practice	Areas for development based on findings from investigation of an area of interest: mentor support, team working to support development, sharing planning models, internal verification at planning stage. The benefits of changes made to own practice: achieving goals, within timescales, assessment requirements, achievement data, value-added.
6. Be able to present findings from investigation of an area of interest in own subject specific area	6.1 Report own findings from investigation of an area of practice 6.2 Justify own conclusions drawn from investigation of an area of practice	Selecting appropriate area(s) for investigation Research methods suitable for investigation Collecting, analysing, and presenting findings from investigation.

	6.3 Justify own recommendations for improving practice within subject specific pedagogy	Carrying out a literature review including accurate referencing of sources using Harvard referencing.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1	ACs 1.1 and 1.2	Project Proposal	1 x Project Proposal - 800 words
LO2	ACs 2.1, 2.2 and 2.3	Literature Review	1 x Literature Review - 1200 words, inclusive of a reference list of all sources accessed.
LO3 and LO4	ACs 3.1, 3.2, 4.1 and 4.2	Professional Discussion Plan Reflection Report	1 x Professional Discussion Plan – up to 500 words 1 x Reflection Report – Up to 1000 words
LO5 and LO6	ACs 5.1, 5.2, 6.1, 6.2 and 6.3	Action Learning Findings report	Action Learning Findings - 1500 words.

Indicative reading list

Brookfield S (2005) *The Power of Critical Theory for Adult Learning and Teaching*. Open University Press/McGraw-Hill Education.

Coffield F, Edward S, Finlay I, Hodgson A, Spours K and Steer R (2008) *Improving Learning, Skills and Inclusion: the impact of policy on post-compulsory education*. Abingdon.

Gould J – *Learning Theory and Classroom Practice* (2009) Learning Matters Ltd.

Nind M, Rix J, Sheehy K, and Simmons K (2005) *Policy and Power in Inclusive Education*. London, Routledge.

Powell S and Tummons J (2011) Inclusive Practice in the Lifelong Learning Sector. Learning Matters Ltd.

Tobias S and Duffy T M (eds)(2009) Constructivist Instruction: Success or Failure? Routledge.

Developing, Using and Organising Resources Within a Specialist Area

Unit Reference Number	L/650/6844
Unit Title	Developing, Using and Organising Resources Within a Specialist Area
Unit Level	5
Number of Credits	15
Guided Learning Hours (GLH)	50
Total Qualification Time (TQT)	150
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

The aim of this unit is to enable learners to develop, use, and organise resources within a specialist subject, vocational or other area. It includes the purpose, development and use of resources, how to organise them and enable access to others. It also includes understanding legal requirements and responsibilities relating to resources and evaluating your own practice in resource development and use.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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<p>1. Understand the purpose and use of resources in own specialist area</p>	<p>1.1 Explain the purpose of resources in learning and teaching. 1.2 Evaluate the effectiveness of specific resources in own specialist area in meeting individual learning needs</p>	<p>The purpose of resources in learning and teaching: capabilities of the learners, availability of resources, financial constraints, strengths, and limitations of different formats and specific resources, appropriateness of resources to suit different learning and teaching methods, motivating individual learning, the use of ICT, opportunities to actively engage learners, copyright, data protection and GDPR, inclusive communication, equality legislation, capability of the developer, barriers to adaptations available. Characteristics of individual learners/target group, effectiveness of resources, active involvement and support of learners, links to learning outcomes, learning needs and preferences, developing skills, media, subject specialist requirements and developments (e.g., trade shows, best practice seminars, exhibitions, networking), use of new technologies, evaluation theory (e.g., Brookfield's lenses).</p> <p>Evaluate the effectiveness of own design and use of resources: Evaluation theory (e.g., Brookfield's lenses), use of feedback from a range of suitable sources (e.g., self, learners, peers, stakeholders), allowing for greater diversification, effective use of time, providing opportunities for extended learning, effective time management, strengths and limitations of different formats and specific resources, capabilities of learners, flexible learning, nature of specific difficulties and disabilities, learning preferences (e.g., VARK). Teaching resources (e.g., material/hardware/software/services designed for use by teachers), learning resources (e.g., material/hardware/software/services designed to complement understanding or designed as alternative to 'traditional' taught approach), resources to support</p>
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		<p>cognitive learning, resources to promote psychomotor learning, opportunities to actively engage learners, resources to help learning to continue in learner’s own time or in subsequent learning sessions.</p> <p>Centralised storage, clear and logical classification system, commonly used resources, centralised, systematic and management of resources, maintenance of documents, resources localised but with staff retaining control, all resources localised allowing near complete access by staff and learners, IT storage and cataloguing, suitable protection of tapes and discs including DVDs, and USB devices. Data protection and security awareness. Localised resources allowing near complete access by staff and learners, creation, and use of central resource bank, VLE (virtual learning environment – internet/intranet), IT storage and file sharing/access, availability, networking/systems for trading resources, dissemination of good practice, training opportunities.</p>
<p>2. Be able to develop and use inclusive resources in own specialist area</p>	<p>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 on own specialist area 2.5 Design resources, including resources that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area 2.6 Evaluate the effectiveness of own design and use of resources to engage and meet the</p>	<p>User friendliness, cost effectiveness, simplicity of measurement fit for purpose, learners’ levels and corresponding reading ages, meeting learning needs, sufficient quality and quantity, SMOG, health and safety and risk assessment requirements, (McLaughlin formula/polysyllable count), current research and literature relating to resource design. Strengths and limitations of different formats and specific resources, capabilities of learners, learning preferences (e.g., VARK – visual, auditory, reading, kinaesthetic). Characteristics of individual learners/target group, learning needs and preferences, exploring existing good practice, variety of resources (e.g., internet based, access to library resources) formal sources (e.g., awarding organisation guidance, vocational sector skills bodies, professional bodies) media, subject specialist requirements and developments (e.g., trade shows, best</p>

	<p>individual needs of learners in own specialist area 2.7 Employ resources to engage and meet the individual needs of learners in own specialist area</p>	<p>practice seminars, exhibitions, networking), evaluation theory (e.g. Brookfield's lenses). Characteristics of individual learners/target group, learning needs and preferences, media, subject specialist requirements and developments (e.g., trade shows, best practice seminars, exhibitions, networking), evaluation theory, principles, and models (e.g., Brookfield's lenses, NLP, Bandler and Grinder, Kolb's learning cycle), development of flexible learning opportunities, virtual learning environment (VLE).</p>
<p>3. Understand how to organise and enable access to resources</p>	<p>3.1 Explain ways in which resources can be classified and stored 3.2 Review ways of sharing resources with other learning professionals</p>	<p>Organisational policies and practices (e.g., equality, diversity and Inclusion, stereotyping, discrimination, equality legislation), impact of legislation on own practice, learning preferences (e.g., VARK), SMOG (McLaughlin formula/polysyllable count), use of images, readability of resources, strengths, and limitations of a range of resources (e.g., paper-based, IT-based, practical), representation of cultural differences, nature of specific learning difficulties and disabilities, barriers to adaptations available, providing adaptations to resources, modification of tools and equipment, use of technology including VLE, copyright issues, the concept of the safe learner (including identifying own health and safety responsibilities, identification of prohibitions and restrictions, data protection legislation). Capabilities of the learners, availability of resources, financial constraints, budgets, strengths and limitations of different formats and specific resources (e.g., case studies, notes, textbooks, models, equipment), appropriateness of resources to suit different learning and teaching methods, new and emerging technologies (including eLearning and virtual learning environment VLE) user guides, copyright, inclusive communication,</p>

		equality legislation, capability of the developer, barriers to adaptations available.
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	Copyright issues, own and organisational health and safety responsibilities, plagiarism, and data protection, correct storage of data, identification of prohibitions and restrictions, information technology restrictions and legislation, organisational policies, and practices (e.g., equality and diversity, stereotyping, discrimination), personal liability, equality legislation, representation of cultural differences, safeguarding and POVA (Protection of Vulnerable Adults), Ofsted (England), ESTYN (Wales), HMI (Scotland), ETINI (Northern Ireland) health and safety, risk assessments. Copyright, data protection legislation including GDPR, intellectual property of employing organisation, personal intellectual property rights, contractual obligations, plagiarism, correct and appropriate referencing tools.
5. Understand how to evaluate own practice in relation to development and use of resources in own specialist area	5.1 Evaluate the effectiveness of own practice in relation to development 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	Self-reflection, models of reflection (e.g., Gibbs, Brookfield's lenses), learner evaluation, SWEET analysis, recognising limitations, adaptability, provision of flexible learning opportunities, cost effectiveness, using feedback from a range of suitable sources (e.g., learner, fellow practitioners), encouraging independent learning and active engagement, meeting, networking, and sharing of best practice. Alternative approaches, using feedback from a range of suitable sources (e.g., learner, fellow practitioners), meeting and sharing of best practice, action planning, the use of range and varied resources including ICT, skills audit, exploring new resources and technologies, adapting to new ideas and change, identifying learner needs to address diversity, developing blended learning to allow for flexible and distance learning. Review of resources, using feedback from a range of suitable sources (e.g., learner, fellow practitioners), action

		planning, use of technology and internet resources, meeting and sharing of best practice, action planning, SMART targets (specific, measurable, achievable, relevant, timely), review, CPD requirements and recommendations, liaising and networking, observation of other colleagues and professionals.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1 and LO2,	ACs 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7	Resource Design Specification	Resource Design Specification, (inclusive of a reference list of all sources accessed) - 2000 words.
LO3 and LO4	ACs 3.1, 3.2, 4.1 and 4.2	Presentation	1 x 15-minute Presentation, with up to 1,000 words of speaker notes.
LO5	AC 5.1, 5.2 and 5.3	Evaluation Report	Evaluation Report - 1000 words

Indicative reading list

Avis J, Fisher R and Thompson R (eds) – Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition (Open University Press, 2018)

Cohen L, Manion L, and Morrison K – A Guide to Teaching Practice, 5th edition (Routledge, 2011)

Duckworth V, Wood, J, Dickinson J & Bostock J – Successful Teaching Practice in the Lifelong Learning Sector (Learning Matters, 2010)

Gould J – Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving Qtls Series (Learning Matters, 2012)

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

Action Learning for Teaching in a Specialist Area of Disability

Unit Reference Number	M/650/6845
Unit Title	Action Learning for Teaching in a Specialist Area of Disability
Unit Level	5
Number of Credits	15
Guided Learning Hours (GLH)	40
Total Qualification Time (TQT)	150
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

This unit aims to enable learners to understand and investigate a specific impairment and its impact on learning and teaching. Learners will investigate practice in an area of disability and apply this learning to their own practice.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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<p>1. Understand the impact of a specific impairment on teaching and learning</p>	<p>1.1 Review current literature around a specific impairment 1.2 Explain ways of adjusting practice for learners with a specific impairment. 1.3 Evaluate specific support within an organisation for learners with a specific impairment</p>	<p>Current literature around a specific impairment: disability, e.g. physical, sensory, hidden; mental health difficulty, e.g. bipolar disorder, schizophrenia, obsessive compulsive disorder; specific learning difficulty, e.g. dyslexia, dyscalculia, dysarthria, attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders, e.g. Asperger's syndrome, Global Development Delay. Ways of adjusting practice for learners with a specific impairment: delivery methods, e.g., communication, personalisation, differentiation, intensive interaction, systematic instruction, sensory communication; resources, e.g., visual, auditory, kinaesthetic; assessment, e.g. initial, formative, summative, Recognising and Recording Progress and Achievement (RARPA); programme, e.g. life skills, functional skills, vocational, work-related, therapeutic, sensory. Specific support within an organisation for learners with a specific impairment: using specific learning support approaches, e.g., integrating assistive technology, systematic instruction, behavioural modelling, sensory communication; therapeutic programmes integrated into learning programmes, e.g., speech and language, physiotherapy, occupational therapy.</p>
<p>2. Understand how to investigate effective practice in a specialist area of disability</p>	<p>2.1 Analyse ways to include disabled learners in an investigation 2.2 Explain ethical considerations when involving disabled learners 2.3 Evaluate a range of action learning research methods</p>	<p>Ways to include disabled learners in an investigation/research method: survey comparisons, use of observation approaches, focus group administration, use of interview techniques, case study format comparisons, methods of data analysis, desk-based research approaches, uses of primary research and secondary research, administering effective study trials. Ethical considerations when involving disabled learners: consent, confidentiality, safeguarding, socio-economic, protected characteristics, study scope, information dispersal, publication.</p>

3. Be able to investigate practice in a specialist area of disability	3.1 Develop a focus for investigation 3.2 Design and implement an action plan to support the investigation 3.3 Evaluate the practice of other teachers in your area of interest. 3.4 Report the findings of the investigation	Develop a focus for investigation: case study, study trial, observational analysis, hypothesis testing. Design and implement an action plan to support the investigation: The practice of other teachers in your area of interest: peer observation, interview, resource analysis, assessment practice, communication review. Report the findings of the investigation: use of qualitative and quantitative data, impact measures, report structure, abstract, aims, objectives, methodology, data analysis, findings, impacts, conclusions.
4. Be able to apply learning from an investigation of practice to own professional practice	4.1 Analyse ways in which findings from an investigation can be used to develop own professional practice. 4.2 Evaluate own strengths and areas for improvement in a specific area of professional practice	Ways in which findings from an investigation can be used to develop own professional practice: Models of reflection (e.g., Schön, Gibbs, Brookfield, Johns, Atkins and Murphy), self-reflective practice, models of evaluation (e.g., Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1	ACs 1.1, 1.2 and 1.3	Literature Review and Case Study	1 x Literature Review - 1200 words, inclusive of a reference list of all sources accessed. 1 x Case Study – 800 words.
LO2	ACs 2.1, 2.2 and 2.3	Methodology Report	1000 words

LO3	ACs 3.1, 3.2, 3.3 and 3.4	Action Research Report	1500 words
LO4	AC 4.1 and 4.2	Evaluation Report -	1000 words

Indicative reading list

Bell J, (2010) Doing Your Research Project: a guide for first-time researchers in education, health and social science. Open University Press/McGraw-Hill Education.

Denscombe M (2002). Ground rules for good research. Open University Press.

Hopkins D (2008) A Teacher's Guide to Classroom Research. Open University Press/McGraw-Hill Education.

McMillan K and Weyers J (2007). How to write dissertations and project reports. Electronic version; Pearson Education Ltd.

Opie, C (2004) Doing educational research. Sage.

Thomas G (2009) How to do your Research Project. Electronic version; Sage Publications Ltd.

Understanding Theories and Frameworks for Teaching Disabled Learners

Unit Reference Number	R/650/6846
Unit Title	Understanding Theories and Frameworks for Teaching Disabled Learners
Unit Level	5
Number of Credits	15
Guided Learning Hours (GLH)	40
Total Qualification Time (TQT)	140
Mandatory / Optional	Optional
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass/Fail

Unit Aims

This unit aims to provide learners with an understanding of theories and frameworks relating to the learning and teaching of disabled young people and adults. Learners will consider factors that influence learning and learning provision including policy and regulatory frameworks.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
<p>1. Understand key theories and research which inform the learning and teaching of disabled young people and adults</p>	<p>1.1 Analyse how theories of learning inform learning and teaching practice in relation to disabled learners 1.2 Explain the importance of research in the development of learning and teaching opportunities for disabled young people and adults 1.3 Explain how theory and research inform own practice</p>	<p>How theories of learning inform learning and teaching practice in relation to disabled learners: behaviourist, e.g. cause and effect, operant conditioning, stimulus response; cognitivist, e.g. learning from doing, knowledge structure, thought sequencing; constructivist, e.g. active learning, experiential knowledge, development of new ideas through real-world contexts; humanist, e.g. holistic development, personalised and facilitated learning; factors influencing principles and theories of learning, e.g. the model of learning, objectivism, constructivism; type of learning, e.g. pedagogy, andragogy; level of learning, e.g. Bloom’s Taxonomy, surface, deep; motivation theories, e.g. Maslow, Hertzberg, McGregor.</p> <p>The importance of research in the development of learning and teaching opportunities for disabled young people and adults: the influence of research on changes to national and world policies, curriculum design, assessment practice; professional development; education placement and funding, recognising and recording progress and achievement, research into specific disabilities that impacts on learning, behaviour communication; access to learning, physiological barriers to learning; teaching approaches, development of resources,; social, cultural and economic trends impacting on access to or impact from education.</p> <p>How theory and research inform own practice: approaches, ongoing development, use of resources, access to resources, funding, shared understanding, currency and validity of practice,</p>
<p>2. Understand factors influencing inclusive practice for disabled learners</p>	<p>2.1 Analyse how inclusive learning has been defined 2.2 Explain the importance of inclusive learning for disabled learners</p>	<p>How inclusive learning has been defined: individualised teaching approaches, differentiated assessment, individualised target setting, person centred planning, individualised support.</p>

	<p>2.3 Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults</p> <p>2.4 Analyse how approaches to communication and language development influence inclusive practice in relation to disabled learners</p> <p>2.5 Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning</p>	<p>The social model of disability and its impact on inclusive learning opportunities for disabled young people and adults: personalisation; person centred; differentiation through assessment, resource development, technology, communication, planning and teaching delivery; learning styles; behavioural management; systematic instruction; sensory communication; learner support; multi-disciplinary support; impact of social model on inclusive practice.</p> <p>How approaches to communication and language development influence inclusive practice in relation to disabled learners: use and comparison of assistive and alternative communication, e.g. Total Communication, Intensive Interaction, sensory communication, body language, gestures, pointing, eye pointing, facial expressions, vocalisations, signing, alphabet and word boards, communication charts or books with pictures, photos and symbols, electronic communication aids; language development; receptive language, e.g. matching objects, pictures to objects, labelling, information carrying words; expressive language, e.g. single concept expression, gestures, core vocabulary, grammar structure, inferencing; social language, e.g. inflection, initiation, turn taking, conversation starting and ending.</p> <p>The challenges involved in the implementation of a whole organisational approach to inclusive learning: cultural attitudes, abilities, knowledge and understanding, values and beliefs, own barriers.</p>
<p>3. Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults</p>	<p>3.1 Analyse how national, regional and local policy influence provision for disabled young people and adults</p> <p>3.2 Explain how current legal requirements and national policies and guidance promote the rights and well-being of learners</p> <p>3.3 Evaluate the impact of policy and regulatory frameworks on a local initiative</p>	<p>How national, regional and local policy influence provision and promote the rights and well-being of learners: accreditation, analysis of provision, curriculum structure analysis, life skills programmes, work based, different programme delivery methods, modular, drop in, work mentored, individualised, policy impact on transition pathways-paid and voluntary employment, day care, leisure activities, therapy services, further and higher</p>

	relating to learning provision for disabled young people and adults	education, evaluating support for learning-multi-disciplinary support from external sources, advice and guidance services, assessment, health and care plan assessments, multi-disciplinary support assessment, literacy and language assessment, impact of policy on the structure and funding for specialist educational provision, analysis of the historical impact of policy and legislation, e.g. Warnock 1978, Tomlinson 1996, current national, regional and local policy influences, impact of quality assurance processes, e.g. Ofsted inspection framework, Care Quality Commission inspection framework, impacts on the rights and well-being of learners, impact of organisational policy, safeguarding, equality and diversity, learning and inclusion.
4. Understand factors that influence the curriculum for disabled young people and adults	<p>4.1 Analyse how attitudes to disability, including social, cultural, and faith and belief influence learning opportunities for disabled young people and adults</p> <p>4.2 Analyse the impact of own attitudes on professional practice</p> <p>4.3 Explain how risk assessments influence the curriculum</p>	<p>How attitudes to disability, including social, cultural, and faith and belief influence learning opportunities for disabled young people and adults: social comparisons, e.g., medical model, social model, inclusive factors, exclusive factors; cultural influences for learning, care and support, e.g., faith, belief, racial background.</p> <p>How risk assessments influence the curriculum: access auditing, safeguarding, ethical consent, health and safety, equality of opportunity, boundaries, and good working practices.</p>

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
LO1 and LO2	ACs 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4 and 2.5	Literature Review Case Study	1 x Literature Review - 1000 words, inclusive of a reference list of all sources accessed.

			1 x Case Study – 1000 words.
LO3	ACs 3.1, 3.2 and 3.3	Research Report	1000 words
LO4	AC 4.1, 4.2 and 4.3	Presentation	15-minute Presentation, with up to 1,000 words of speaker notes.

Indicative reading list

Avis J, Fisher R and Thompson R (eds) (2018). Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition. Open University Press.

Cohen L, Manion L, and Morrison K (2011). A Guide to Teaching Practice, 5th edition. Routledge.

Duckworth V, Wood, J, Dickinson J & Bostock J (2010) Successful Teaching Practice in the Lifelong Learning Sector. Learning Matters.

Gould J (2012). Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving Qtls Series. Learning Matters.

Gravells A. (200&) Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector. Further Education and Skills)

Griffith A and Burns M (2012) Outstanding Teaching: Engaging Learners. Crown House Publishing.

Hattie J (2012) Visible Learning for Teachers: Maximising Impact on Learners. Routledge.

Illeris K (2018) Contemporary theories of learning: learning theorists: in their own words Routeledge.

Karl A and Riley A (2018) Understanding and Using Educational Theories, 2nd Edition. Sage.

Petty G (2014) Teaching Today: A Practical Guide. Oxford University Press.

APPENDIX 1

Observation, Grading and Feedback Form for:
Teaching, Learning and Assessment in Education and Training



Learner Name	
OTHM Learner Registration Number	
Name of Observer and Role:	
Observation number: (1 – 8)	
Time of Session:	
Length of Observation:	
Overall Grade for session:	
Date of Observation:	

Observation Summary

Planning:

Delivery:

Resources:

Communication:

Assessments:**Feedback to learner:**

Criteria	Comments
Confirm how the learner has designed teaching and learning plans which respond to the individual goals and needs of all learner and curriculum requirements (ref. 3.2)	
Confirm how the learner has established and sustained a safe inclusive learning environment (ref. 3.3)	
Confirm how the learner has used inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners (ref. 4.2)	
Confirm how the learner has demonstrated ways to promote equality and value diversity in own teaching (ref. 4.3)	
Confirm how the learner has communicated with learners and learning professionals to meet individual learning needs (ref. 4.4)	
<p>Confirm how the learner has used types and methods of assessment including peer and self-assessment to:</p> <ul style="list-style-type: none"> ● involve learners in assessment ● meet the individual needs of learners ● enable learners to produce assessment evidence that is reliable, sufficient, authentic and current ● meet internal and external assessment requirements <p>(ref. 5.2)</p>	
Confirm how the learner has applied minimum core elements in planning, delivering and assessing inclusive teaching and learning (ref. 6.2)	

Significant strengths

Areas for development

Agreed action plan

Observer signature:

Name:

Date:

Learner signature:

Name:

Date:

IQA signature (if sampled)

Name:

Date:



APPENDIX 2

Observation, Grading and Feedback Form:

Learner Name	
OTHM Learner Registration Number	
Name of Observer and Role:	
Observation number:	(1 – 8)
Time of Session:	
Length of Observation:	
Unit Title:	
Title of Session:	
Overall Grade for session:	
Date of Observation:	

Observation Summary

Planning:

Delivery:

Resources:

Communication:

Assessments:

Feedback to learner:

Significant strengths

Areas for development:

Agreed action plan:

Observer signature:

Name:

Date:

Learner signature:

Name:

Date:

IQA signature (if sampled)

Name:

Date:

APPENDIX 3

Summary Record of Achievement –
 OTHM Level 5 Diploma in Education and Training – QN
 603/6069/0



Learner Name:	
Learner OTHM registration Number:	

Minimum Credit Value of Qualification _____

Unit Title Level	Credit Value	Date Completed	Tutor / Assessor Signature	Internal Verifier Signature (if sampled)
Group A Mandatory Units:				
Teaching, learning and assessment in education and training	20			
Theories, principles and models in education and training	20			
Developing teaching, learning and assessment in education and training	20			
Wider professional practice in education and training	15			
Group B Optional Units:				
Develop and prepare resources for learning and development	6			
Develop learning and development programmes	6			
Equality and diversity	6			
Evaluating learning programmes	3			
Identify the learning needs of organisations	6			
Manage learning and development in groups	6			
Understanding and managing behaviours in a learning environment	6			
Develop and prepare resources for learning and development	6			
Develop learning and development programmes	6			
Action research	5			

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made.

I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

 Tutor / Assessor Signature

 Internal Verifier Signature (if sampled)

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience. For updated information please visit our website www.othm.org.uk.