Focus Awards Level 4 Certificate in Education and Training (RQF)

601/6341/0

Qualification Summary

Key Information

Level	Sector	Qualification Type
4	Teaching and lecturing	Occupational

Total Qualification Time	Credit Value	Guided Learning Hours
360	36	140

Status	Methods of Assessment	Minimum Age
Available to learners	Portfolio of evidence	18

Contents

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QRN: 601/6341/0
GLH: 140
TQT: 360
Credit: 36

Qualification Purpose:

This Focus Awards Level 4 Certificate Education and Training (RQF) is intended for those who wish to enter into a teaching role and for those who have worked in assessing roles and wish to progress on to a teaching qualification. The qualification is also suitable for trainee teachers as well as those who have experience in a teaching role.

The Focus Awards Level 4 Certificate in Education and Training (RQF) provides learners with the knowledge and understanding of delivering education and training, assessing learners, planning in education and training, using resources in the delivery in education and training and understanding the roles, responsibilities in education and training.

Age ranges

Entry is at the discretion of the centre. However, learners should be aged 19 to undertake this qualification.

Geographical Coverage

This qualification is available in England and Northern Ireland.

Learner Entry Requirements

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

Reasonable Adjustments

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url:
https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf

Assessment Methods

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Progression Routes

Learners seeking progress from this qualification can advance their skills further through the following:

- Focus Awards Level 5 Diploma in Education and Training (RQF)

Supporting Material and Useful Websites

- https://focusawards.org.uk/supportingmaterials
- https://ofqual.gov.uk

Qualification Structure

Learners must achieve 5 mandatory units totalling 21 credits. A minimum of 15 credits must be achieved from the remaining optional units to create a total credit value for this qualification of 36 credits.

Mandatory Units

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

Optional Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Assess occupational competence in the work environment	H/601/5314	3	6	30
Develop learning and development programmes	M/502/9545	4	6	30
Engage learners in the learning and development process	F/502/9551	3	6	30
Engage with employers to develop and support learning provision	Y/502/9555	3	6	30
Engage with employers to facilitate workforce development	D/502/9556	4	6	30
Identify the learning needs of organisations	H/502/9543	4	6	30
Internally assure the quality of assessment	A/601/5321	4	6	45
Understanding the principles and practices of externally assuring the quality of assessment	F/601/5322	4	6	35
Understanding the principles and practices of internally assuring the quality of assessment	T/601/5320	4	6	45
Action learning to support development of subject specific pedagogy	M/503/5376	5	15	50
Action research	T/503/5380	5	15	50

Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	F/505/0187	3	6	30
Delivering employability skills	M/505/1089	4	6	20
Developing, using and organising resources in a specialist area	H/505/1090	5	15	50
Effective partnership working in the learning and teaching context	Y/503/5310	4	15	50
Equality and diversity	Y/503/5789	4	6	25
Evaluating learning programmes	K/505/1091	4	3	15
Inclusive practice	L/503/5384	4	15	50
Preparing for the coaching role	J/505/0188	4	3	15
Preparing for the mentoring role	L/505/0189	4	3	15
Preparing for the personal tutoring role	T/505/1093	4	3	15
Specialist delivery techniques and activities	R/504/0229	4	9	30
Teaching in a specialist area	J/505/1096	4	15	50
Understanding and managing behaviours in a learning environment	Y/505/1099	4	6	20
Working with the 14-19 age range in education and training	D/505/1105	4	9	30
Using study skills approaches and techniques to enhance the learning of others	K/503/5814	4	6	25
Working with individual learners	R/503/5385	4	15	50
Action learning for teaching in a specialist area of disability	J/505/0756	5	15	40

Units

Unit Title:	Understanding roles, responsibilities and relationships in education and training
Unit No:	H/505/0053
Level:	3
GLH:	12
Credit:	3

Unit details: The aim of this unit is to develop the learner's knowledge and understanding about the roles, responsibilities and relationships in education and training, including promoting equality and diversity.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the teaching role and responsibilities in education and training	1.1	Explain the teaching role and responsibilities in education and training
		1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
		1.3	Explain ways to promote equality and value diversity
		1.4	Explain why it is important to identify and meet individual learner needs
2	Understand ways to maintain a safe and supportive learning environment	2.1	Explain ways to maintain a safe and supportive learning environment
		2.2	Explain why it is important to promote appropriate behaviour and respect for others
3	Understand the relationships between teachers and other professionals in education and training	3.1	Explain how the teaching role involves working with other professionals
		3.2	Explain the boundaries between the teaching role and other professional roles
		3.3	Describe points of referral to meet the individual needs of learners

Unit Title:	Delivering education and training
Unit No:	M/505/0122
Level:	4
GLH:	24
Credit:	6

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of delivering education and training ensuring inclusive approaches are used.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements	1.1	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners
		1.2	Create an inclusive teaching and learning environment
		1.3	Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements
2	Be able to communicate with learners and other learning professionals to promote learning and progression	2.1	Analyse benefits and limitations of communication methods and media used in own area of specialism
		2.2	Use communication methods and media to meet individual learner needs
		2.3	Communicate with other learning professionals to meet individual learner needs and encourage progression
3	Be able to use technologies in delivering inclusive teaching and learning	3.1	Analyse benefits and limitations of technologies used in own area of specialism
		3.2	Use technologies to enhance teaching and meet individual learner needs
4	Be able to implement the minimum core when delivering inclusive teaching and learning	4.1	Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning
		4.2	Apply minimum core elements in delivering inclusive teaching and learning
5	Be able to evaluate own practice in delivering inclusive teaching and learning	5.1	Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others
		5.2	Identify areas for improvement in own practice in meeting the individual needs of learners

Unit Title:	Using resources for education and training
Unit No:	L/505/0127
Level:	4
GLH:	15
Credit:	3

Unit details: The aim of this unit is to develop the learners' knowledge and understanding about using resources in the delivery in education and training ensuring inclusive practices and meeting the individual needs of the learners.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to use resources in the delivery of inclusive teaching and learning	1.1	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners
		1.2	Use resources to promote equality, value diversity and meet the individual needs of learners
		1.3	Adapt resources to meet the individual needs of learners
2	Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning	2.1	Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning
		2.2	Apply minimum core elements when using resources for inclusive teaching and learning
3	Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	3.1	Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others
		3.2	Identify areas for improvement in own use of resources to meet the individual needs of learners

Unit Title:	Assessing learners in education and training
Unit No:	F/505/0125
Level:	4
GLH:	24
Credit:	6

Unit details: The aim of this unit is to develop the learner's knowledge and understanding about assessing learners using different types and methods of assessment

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to use types and methods of assessment to meet the needs of individual learners	1.1	Explain the purposes of types of assessment used in education and training
		1.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners
		1.3	Use types and methods of assessment to meet the individual needs of learners
		1.4	Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning
		1.5	Use questioning and feedback to contribute to the assessment process
2	Be able to carry out assessments in accordance with internal and external requirements	2.1	Identify the internal and external assessment requirements and related procedures of learning programmes
		2.2	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
		2.3	Conduct assessments in line with internal and external requirements
		2.4	Record the outcomes of assessments to meet internal and external requirements
		2.5	Communicate assessment information to other professionals with an interest in learner achievement
3	Be able to implement the minimum core when assessing learners	3.1	Analyse ways in which minimum core elements can be demonstrated in assessing learners
		3.2	Apply minimum core elements in assessing learners
4	Be able to evaluate own assessment practice	4.1	Review the effectiveness of own assessment practice, taking account of the views of learners and others
		4.2	Identify areas for improvement in own assessment practice

Unit Title:	Planning to meet the needs of learners in education and training
Unit No:	A/505/1189
Level:	4
GLH:	15
Credit:	3

Unit details: The aim of this unit is to develop the learners' knowledge and understanding about planning in education and training to meet the needs of individual learners.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to use initial and diagnostic assessment to agree individual learning goals with learners	1.1	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals
		1.2	Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners
		1.3	Record learners' individual learning goals
2	Be able to plan inclusive teaching and learning in accordance with internal and external requirements	2.1	Devise a scheme of work in accordance with internal and external requirements
		2.2	Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements
		2.3	Explain how own planning meets the individual needs of learners
		2.4	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners
		2.5	Identify opportunities for learners to provide feedback to inform inclusive practice
3	Be able to implement the minimum core in planning inclusive teaching and learning	3.1	Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning
		3.2	Apply minimum core elements in planning inclusive teaching and learning
4	Be able to evaluate own practice when planning inclusive teaching and learning	4.1	Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others
		4.2	Identify areas for improvement in own planning to meet the individual needs of learners

Unit Title:	Assess occupational competence in the work environment
Unit No:	H/601/5314
Level:	3
GLH:	30
Credit:	6

Unit details: The aim of this unit is to develop the learners' knowledge and understanding about planning the assessment of occupational competence including the implementation of legal and good practice requirements.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to plan the assessment of occupational competence	1.1	Plan assessment of occupational competence based on the following methods: • Observation of performance in the work environment • Examining products of work • Questioning the learner • Discussing with the learner • Use of others (witness testimony) • Looking at learner statement • Recognising prior learning
		1.2	Communicate the purpose, requirements and processes of assessing occupational competence to the learner
		1.3	Plan the assessment of occupational competence to address learner needs and current achievements
		1.4	Identify opportunities for holistic assessment
2	Be able to make assessment decisions about occupational competence	2.1	Use valid, fair and reliable assessment methods including: • Observation of performance • Examining products of work • Questioning the learner • Discussing with the learner • Use of others (witness testimony) • Looking at learner statements • Recognising prior learning
		2.2	Make assessment decisions of occupational competence against specified criteria
		2.3	Follow standardisation procedures
		2.4	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
3	Be able to provide required information following the	3.1	Maintain records of the assessment of occupational competence, its outcomes and learner progress

	assessment of occupational competence	3.2	Make assessment information available to authorised colleagues
		3.3	Follow procedures to maintain the confidentiality of assessment information
4	Be able to maintain legal and good practice requirements when assessing occupational competence	4.1	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
		4.3	Evaluate own work in carrying out assessments of occupational competence
		4.4	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence
		4.5	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare

Unit Title:	Develop learning and development programmes
Unit No:	M/502/9545
Level:	4
GLH:	30
Credit:	6

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of learning and development programmes.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the principles underpinning the development of learning and development programmes	1.1	Explain the objectives of learning and development programmes
		1.2	Evaluate the factors of learning and development that impact on: • development • delivery • assessment and accreditation
		1.3	Explain the importance of learner involvement when developing learning and development programmes
		1.4	Evaluate the risks that need to be managed when developing learning and development programmes
		1.5	Compare methodologies to monitor and evaluate learning and development programmes
2	Be able to develop learning and development programmes	2.1	Identify the learning outcomes required for learning and development programmes
		2.2	Develop a plan for a learning and development programme
		2.3	Plan the assessment approaches to meet the learning outcomes of learning and development programmes
		2.4	Produce resources for learning and development programmes
3	Be able to review learning and development programmes	3.1	Evaluate the learning outcomes of a learning and development programme
		3.2	Evaluate the delivery and assessment of a learning and development programme
		3.3	Identify areas for improvement for learning and development programmes

Unit Title:	Engage learners in the learning and development process
Unit No:	F/502/9551
Level:	3
GLH:	30
Credit:	6

Unit details: The aim of this unit is to develop the learners' knowledge and understanding about engaging learners in their learning and development including the principles and purpose.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand principles and purpose of engaging learners in learning and development	1.1	Explain principles of learner engagement in the learning and development process
		1.2	Evaluate the processes and activities used to engage learners in learning and development
		1.3	Explain information and advice learners need for learning and development
		1.4	Analyse learner motivation for learning and development
		1.5	Analyse ways to overcome barriers to learning and development faced by learners
		1.6	Explain methods of engaging learners in their own progress review of learning
2	Understand the role of mentoring in facilitating learning	2.1	Explain how mentoring can engage and motivate learners
		2.2	Summarise the role and characteristics of a mentor
		2.3	Analyse mentoring relationships that engage and motivate learners
3	Be able to assist and engage the learner in the learning and development process	3.1	Demonstrate working relationships with learners to motivate learning
		3.2	Provide assistance to learners to encourage them to take responsibility for their own learning and development
		3.3	Provide learners with the information and advice to engage in learning and development that meets their needs
4	Be able to assist the learner in reviewing their own progress	4.1	Establish opportunities to review progress with learners
		4.2	Provide learners with constructive feedback on their learning and development
		4.3	Enable learners to give feedback on their learning experience
		4.4	Analyse progress and achievement with learners

		4.5	Assist learners to in adapting learning and development plans to reflect future learning needs

Unit Title:	Engage with employers to develop and support learning provision
Unit No:	Y/502/9555
Level:	3
GLH:	25
Credit:	6

Unit details: The aim of this unit is to develop the learner's skill, knowledge and understanding required to engage with employers to develop and support learning provision.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand information relating to employers developing provision for learners	1.1	Analyse information sources about individual employers and employment sectors, locally and nationally
		1.2	Summarise learning provision available to an employer
		1.3	Summarise legal requirements that apply to employers developing and supporting provision for learners
2	Understand how to engage with employers for the benefit of learners	2.1	Explain how to prepare for first contact with employers to discuss learning provision
		2.2	Evaluate employers' level of interest in providing learning opportunities for learners
		2.3	Evaluate strategies that help employers overcome concerns about offering learning opportunities
		2.4	Explain why employers might need support to provide learning for learners
		2.5	Explain the importance of clear channels of communication with employers as delivery partners
3	Be able to engage with employers for the benefit of learners	3.1	Provide employers with clear information and advice about learning requirements for learners
		3.2	Provide advice and assistance to employers delivering learning opportunities
		3.3	Establish channels of communication for feedback from employers on the progress of learners
4	Be able to evaluate the effect of employer provision on the learner and partner organisation	4.1	Assess the impact of employer provision on learners' learning outcomes
		4.2	Review the impact of employer provision on partner organisations

Unit Title:	Engage with employers to facilitate workforce development
Unit No:	D/502/9556
Level:	4
GLH:	30
Credit:	6

Unit details: The aim of this unit is to develop the learner's knowledge and understanding about engaging with employers to facilitate the development of the workforce including making full use of the opportunities.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the opportunities available for workforce development	1.1	Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements
		1.2	Explain what constitutes workforce development in a business context
		1.3	Explain the funding opportunities available for workforce development
2	Understand how to engage with employers to promote workforce development.	2.1	Analyse information about individual employers and employment sectors, locally and nationally
		2.2	Explain how to gauge employers' level of interest in workforce development opportunities
		2.3	Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development
3	Understand how to design learning and development opportunities in the workplace	3.1	Analyse what motivates employees to undertake learning and development in the workplace
		3.2	Explain the key factors to be considered when designing learning and development solutions for employers and employees
		3.3	Critically compare learning and development programmes which already exist with newly developed opportunities
4	Understand how to facilitate learning and development opportunities in the workplace	4.1	Identify the sources of support and resources that are available from stakeholders
		4.2	Explain how employees might overcome obstacles when engaging with learning and development
		4.3	Explain how to select, support and monitor staff delivering learning and development solutions
		4.4	Evaluate the impact of workforce development opportunities on: • Employees

			• Businesses
5	Be able to engage with employers on workforce development issues	5.1	Research information about the business needs of employers in relation to productivity and performance
		5.2	Report to employer's employee development needs in a professional manner
6	Be able to work with employers to facilitate workforce development solutions	6.1	Prepare information and advice for the employer on solutions relevant to their business
		6.2	Review employer workforce development needs using methods relevant to the nature of the business and its employees
		6.3	Propose solutions that recognise the needs of the workforce
		6.4	Implement processes to develop and support the workforce within a business partnership with the employer
		6.5	Provide ongoing evaluation of workforce development for the purposes of quality improvement
		6.6	Work with the employer to measure the impact of workforce development on their business

Unit Title:	Identify the learning needs of organisations
Unit No:	H/502/9543
Level:	4
GLH:	30
Credit:	6

Unit details: The aim of this unit is to develop the knowledge and understanding the learner requires to identify the learning needs of organisations.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the principles and practices of learning needs analysis for organisations	1.1	Explain the principles and practice of learning needs analysis for organisations
		1.2	Analyse the factors that can influence the identification of organisational learning needs
		1.3	Explain why it is important to gain the support and commitment of relevant people
		1.4	Review the methodologies required for a learning needs analysis
2	Be able to conduct learning needs analysis for the organisation	2.1	Confirm the purpose and aims of learning needs analysis with relevant people
		2.2	Select the organisational learning needs analysis methodology
		2.3	Apply the organisational learning needs analysis methodology
		2.4	Analyse the learning needs of the organisation
		2.5	Review methods of communicating findings from learning needs analysis to relevant people in organisations
3	Be able to agree organisational learning and development plans with relevant people	3.1	Present recommendations for learning and development to relevant people
		3.2	Review and revise priorities with relevant people

Unit Title:	Internally assure the quality of assessment
Unit No:	A/601/5321
Level:	4
GLH:	45
Credit:	6

Unit details: The aim of this unit is to develop the learners' knowledge and understanding internally assuring the quality of assessment including maintaining and improving the quality of assessment.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to plan the internal quality assurance of assessment	1.1	Plan monitoring activities according to the requirements of own role
		1.2	Make arrangements for internal monitoring activities to assure quality.
2	Be able to internally evaluate the quality of assessment	2.1	Carry out internal monitoring activities to quality requirements
		2.2	Evaluate assessor expertise and competence in relation to the requirements of their role
		2.3	Evaluate the planning and preparation of assessment processes
		2.4	Determine whether assessment methods are safe, fair, valid and reliable
		2.5	Determine whether assessment decisions are made using the specified criteria
		2.6	Compare assessor decisions to ensure they are consistent
3	Be able to internally maintain and improve the quality of assessment	3.1	Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment
		3.2	Apply procedures to standardise assessment practices and outcomes
4	Be able to manage information relevant to the internal quality assurance of assessment	4.1	Apply procedures for recording, storing and reporting information relating to internal quality assurance
		4.2	Follow procedures to maintain confidentiality of internal quality assurance information
5	Be able to maintain legal and good practice requirements when internally monitoring	5.1	Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare

	and maintaining the quality of assessment	5.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance
		5.3	Critically reflect on own practice in internally assuring the quality of assessment
		5.4	Maintain the currency of own expertise and competence in internally assuring the quality of assessment

Unit Title:	Understanding the principles and practices of externally assuring the quality of assessment.
Unit No:	F/601/5322
Level:	4
GLH:	45
Credit:	6

Unit details: The aim of this unit is to develop the knowledge and understanding of the principles and practices of externally assuring the quality of assessment.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the context and principles of external quality assurance	1.1	Analyse the functions of external quality assurance of assessment in learning and development
		1.2	Evaluate the key concepts and principles of external quality assurance of assessment
		1.3	Evaluate the roles of practitioners involved in the quality assurance process
		1.4	Explain the regulations and requirements for external and internal quality assurance in own area of practice
2	Understand how to plan the external quality assurance of assessment	2.1	Evaluate the importance of planning and preparing external quality assurance activities
		2.2	Explain what an external quality assurance plan should contain
		2.3	Summarise the preparations that need to be made for external quality assurance activities, including: • Information collection • Communications • Administrative arrangements • Resources
		2.4	Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards
3	Understand how to externally evaluate the quality of assessment and internal quality assurance	3.1	Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices
		3.2	Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices
		3.3	Evaluate different techniques for externally sampling evidence of assessment, including those that use technology

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

Unit Title:	Understanding the principles and practices of internally assuring the quality of assessment
Unit No:	T/601/5320
Level:	4
GLH:	45
Credit:	6

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of the principles and practices of internally assuring the quality of assessment.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the context and principles of internal quality assurance	1.1	Explain the functions of internal quality assurance in learning and development
		1.2	Explain the key concepts and principles of the internal quality assurance of assessment
		1.3	Explain the roles of practitioners involved in the internal and external quality assurance process
		1.4	Explain the regulations and requirements for internal quality assurance in own area of practice
2	Understand how to plan the internal quality assurance of assessment	2.1	Evaluate the importance of planning and preparing internal quality assurance activities
		2.2	Explain what an internal quality assurance plan should contain
		2.3	Summarise the preparations that need to be made for internal quality assurance, including: • Information collection • Communications • Administrative arrangements • Resources
3	Understand techniques and criteria for monitoring the quality of assessment internally	3.1	Evaluate different techniques for sampling evidence of assessment, including use of technology
		3.2	Explain the appropriate criteria to use for judging the quality of the assessment process
4	Understand how to internally maintain and improve the quality of assessment	4.1	Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment
		4.2	Explain standardisation requirements in relation to assessment
		4.3	Explain relevant procedures regarding disputes about the quality of assessment

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

Unit Title:	Action learning to support development of subject specific pedagogy
Unit No:	M/503/5376
Level:	5
GLH:	50
Credit:	15

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of action learning to support development of subject specific pedagogy.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how to identify an area of interest related to practice in own subject specific area	1.1	Justify own selection of an area of interest for investigation
		1.2	Evaluate ways in which enhanced knowledge from investigation of an area of interest could improve subject specific pedagogy
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
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
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
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
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
		6.3	Justify own recommendations for improving practice within subject specific pedagogy

Unit Title:	Action research
Unit No:	T/503/5380
Level:	5
GLH:	50
Credit:	15

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of action research and how to plan a clear intervention strategy.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the purpose and nature of action research	1.1	Explain the purpose of action research
		1.2	Analyse key features of the action research process
		1.3	Analyse the implications of a model of action research
2	Be able to initiate action research	2.1	Justify own choice of an area of practice for action research
		2.2	Plan a clear intervention strategy
		2.3	Justify the choice and timescales of an intervention strategy
		2.4	Explain how ethical and political considerations and issues of confidentiality will be observed in practice
		2.5	Implement a clear intervention strategy
3	Understand ways of carrying out action research	3.1	Evaluate methods for action research
		3.2	Evaluate methods of collecting qualitative and quantitative data
		3.3	Review ways in which collected data may be analysed
4	Be able to carry out action research	4.1	Draw on selected literature relating to an area of practice for action research
		4.2	Justify own choice of methods selected for action research
		4.3	Collect data relating to an area of practice for action research
		4.4	Analyse data collected from action research
		4.5	Present data collected from action research
		4.6	Draw conclusions based on findings from action research

5	Be able to present the outcomes of action research	5.1	Report own findings and conclusions from action research
		5.2	Justify own recommendations for action to be taken based on conclusions from action research
6	Be able to evaluate own practice in relation to action research	6.1	Analyse the effectiveness of own practice in relation to action research
		6.2	Identify own strengths and areas for improvement in relation to action research
		6.3	Plan opportunities to improve own skills in action research

Unit Title:	Assessment and support for the recognition of prior learning through the accreditation of learning outcomes
Unit No:	F/505/0187
Level:	5
GLH:	30
Credit:	6

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of assessment and support for the recognition of prior learning through the accreditation of learning outcomes.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to promote understanding of recognition and accreditation of prior learning with external stakeholders	1.1	Describe models of recognition to learners, assessors and other relevant stakeholders
		1.2	Describe how external stakeholders can support the professional skills and competencies of those involved in providing guidance on recognition and accreditation of prior learning
		1.3	Explain the relevant processes, procedures and criteria that ensure recognition of prior learning is accepted as equivalent to other forms of assessment by relevant external stakeholders
2	Understand how to provide guidance for learners	2.1	Describe procedures for providing professional guidance for learners, assessors and other relevant stakeholders
		2.2	Explain the importance of guidance that ensures learners have ownership of the process of recognition and, where appropriate, accreditation, as an entitlement or right
3	Be able to support learners to recognise prior learning and achievement	3.1	Provide guidance for learners in choosing target qualifications that include their prior learning
		3.2	Describe evidence required to meet the relevant learning outcomes, assessment criteria and verification requirements for the learners' target unit(s)
		3.3	Support learners with different needs to collect, organise and present theoretical and performance evidence to meet the requirements of the target unit(s)
4	Be able to assess evidence presented by learners	4.1	Explain how a consistent approach is achieved by the assessment team within the processes of quality assurance

		4.2	Judge the reliability, validity, authenticity, currency, relevance and sufficiency of a range of evidence presented by a learner to meet the learning outcomes of the target unit(s)
		4.3	Provide clear and constructive feedback to learners who have not satisfied the learning outcomes of the target unit(s), identifying the additional evidence required
		4.4	Maintain records for assessment and verification purposes
5	Be able to evaluate and improve practice	5.1	Evaluate own, learner and the assessment team experiences of applying the recognition process
		5.2	Identify improvements to practice

Unit Title:	Delivering employability skills
Unit No:	M/505/1089
Level:	4
GLH:	20
Credit:	6

Unit details: The aim of this unit is to develop the learners' knowledge and understanding of delivering employability skills including the use of techniques and strategies that reflect the workplace.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the differences between employability skills and employment skills	1.1	Explain differences between employability skills and employment skills
		1.2	Explain the benefits to learners of having employability skills
2	Understand the influence of personal qualities and skills on the delivery of employability skills	2.1	Analyse personal qualities and skills required for the delivery of employability skills
		2.2	Analyse the influence of personal presentation on the success of the delivery of employability skills
3	Be able to use techniques, strategies and practices that reflect the workplace in the delivery of employability skills	3.1	Review techniques for the delivery of employability skills
		3.2	Review strategies used to transform training areas to reflect a realistic working environment
		3.3	Plan employability skills sessions that: • Meet the needs of learners; and • Reflect a realistic working environment
		3.4	Use selected techniques and strategies to deliver employability skills sessions
		3.5	Demonstrate ways to negotiate behavioural parameters when using workplace practices with learners
4	Be able to evaluate own delivery of employability skills	4.1	Evaluate the effectiveness of techniques, strategies and practices used for the delivery of employability skills
		4.2	Identify own strengths and areas for improvement for the delivery of employability skills

Unit Title:	Developing, using an organising resources in a specialist area
Unit No:	H/505/1090
Level:	5
GLH:	50
Credit:	15

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of developing, using and organising resources in a specialist area.

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

	development and use of resources in own specialist area	5.2	Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area
		5.3	Plan opportunities to improve own skills in development and use of resources in own specialist area

Unit Title:	Effective partnership working in the learning and teaching context
Unit No:	Y/503/5310
Level:	4
GLH:	50
Credit:	15

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of effective partnership working in the learning and teaching context.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the purpose and nature of partnership working	1.1	Explain reasons for partnership working
		1.2	Review opportunities and challenges of working within a partnership
		1.3	Review models of partnerships
		1.4	Explain ways of sustaining partnerships and their outputs
		1.5	Explain the need for ground rules and terms of reference in partnership working
		1.6	Justify the need for realistic timescales and deadlines in effective partnership working
2	Understand the purpose, aims and objectives of a partnership	2.1	Explain the purpose of a specific partnership
		2.2	Identify the aims and objectives of a specific partnership
3	Understand the structure and management of a partnership	3.1	Review individual roles and responsibilities within a specific partnership
		3.2	Summarise the potential contribution of stakeholders to a specific partnership
		3.3	Identify boundaries of individual roles and ownership issues within a specific partnership
		3.4	Review resource implications for a specific partnership and its individual members
		3.5	Review how a specific partnership is managed identifying potential management issues
4	Understand how to measure and report on a partnership's outputs	4.1	Summarise performance indicators used to measure the effectiveness of a specific partnership
		4.2	Review the effectiveness of a specific partnership's outputs drawing on valid and reliable data
		4.3	Summarise methods of presenting partnership outputs to interested parties

5	Understand how to communicate effectively within a partnership	5.1	Summarise methods for effective communication between partners
		5.2	Review the communication strategy of a specific partnership
		5.3	Review own communication methods and skills as a partnership member
6	Understand the wider context within which a partnership operates	6.1	Explain the potential impact of other stakeholders and agencies relating to a specific partnership
		6.2	Summarise the impact of key government policies and initiatives on a specific partnership
		6.3	Review ways for a partnership to establish and maintain communities of practice

Unit Title:	Equality and diversity
Unit No:	Y/503/5789
Level:	4
GLH:	25
Credit:	6

Unit details: The aim of this unit is to develop the learner's knowledge and understanding about equality and diversity including the meaning of these terms and the benefits of promoting this.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the key features of a culture which promotes equality and values diversity	1.1	Define the meanings of equality and diversity in the UK context
		1.2	Analyse the benefits of promoting equality and diversity for individual learners.
		1.3	Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity.
2	Understand the importance of promoting equality and valuing diversity in lifelong learning	2.1	Reflect on how the promotion of equality and diversity can protect learners from risk of harm.
		2.2	Explain actions that can be taken to value individual learners
		2.3	Explain good practice in providing individual learners with information
3	Be able to promote equality and value diversity	3.1	Use communication strategies to promote equality and diversity
		3.2	Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity
		3.3	Explain how working with other agencies can promote diversity
4	Understand how to help others in the promotion of equality and valuing of diversity	4.1	Describe actions by individuals which can undermine equality and diversity
		4.2	Recommend modifications to systems and structures which do not promote equality and diversity
5	Be able to review own contribution to promoting equality and valuing diversity in lifelong learning	5.1	Reflect on own strengths in promoting equality and valuing diversity
		5.2	Evaluate the impact of own practice in promoting equality and valuing diversity
		5.3	Identify areas for further personal development in promoting equality and valuing diversity

Unit Title:	Evaluating learning programmes
Unit No:	K/505/1091
Level:	4
GLH:	15
Credit:	3

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of evaluating learning programmes.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the principles and methods of evaluating learning programmes	1.1	Analyse the principles of evaluating learning
		1.2	Explain how principles of evaluating learning can be applied to the evaluation of learning programmes
		1.3	Analyse methods used for evaluating the effectiveness of learning programmes
		1.4	Analyse methods of data collection and analysis used to evaluate learning programmes
2	Be able to plan the evaluation of a learning programme	2.1	Develop a framework for the evaluation of a learning programme
		2.2	Devise objectives in order to achieve evaluation aims
		2.3	Select methods for evaluating the effectiveness of a learning programme
		2.4	Select methods for collecting data to evaluate the effectiveness of a learning programme
3	Be able to evaluate the effectiveness of a learning programme	3.1	Apply selected methods to evaluate the effectiveness of a learning programme
		3.2	Apply selected methods to collect data to evaluate the effectiveness of a learning programme
		3.3	Analyse data collected to evaluate the effectiveness of a learning programme
		3.4	Apply relevant guidelines and legislation relevant to data collection and analysis
		3.5	Present analysis of evaluation results
		3.6	Explain how analysis of evaluation results can be used to improve the effectiveness of a learning programme

Unit Title:	Inclusive practice
Unit No:	L/503/5384
Level:	4
GLH:	50
Credit:	15

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of inclusive practice adhering to policy and regulatory frameworks.

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

Unit Title:	Preparing for the coaching role
Unit No:	J/505/0188
Level:	4
GLH:	15
Credit:	3

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of preparing for the coaching role.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand own role and responsibilities in relation to coaching	1.1	Analyse the skills and qualities required for a specific coaching role
		1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role
		1.3	Explain why it is important to establish ground rules for engagement and boundaries in a coaching relationship
		1.4	Explain the importance of acting according to ethical and professional standards in a coaching relationship
		1.5	Analyse ways of building a relationship with a client in a coaching role
2	Understand the use of coaching in a specific context	2.1	Analyse the benefits of coaching in a specific context
		2.2	Analyse the impact of coaching on individual learning and development
		2.3	Explain legal and organisational requirements in a specific context relating to: • Data protection; • Privacy; • Confidentiality; and • Safeguarding and disclosure
		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
3	Understand how to identify client goals and outcomes	3.1	Analyse ways of identifying and agreeing outcomes and goals with clients
		3.2	Explain the role of a coaching agreement
		3.3	Explain the importance of agreeing with the client records of interaction and progress towards agreed

			objectives and goals
		3.4	Analyse client responsibility and autonomy for making changes

Unit Title:	Preparing for the mentoring role
Unit No:	L/505/0189
Level:	4
GLH:	15
Credit:	3

Unit details: The aim of this unit is to develop the learner's knowledge and understanding about preparing for the mentoring role including the skills and qualities required.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand own role and responsibilities in relation to mentoring	1.1	Analyse the skills and qualities required for a specific mentoring role
		1.2	Explain how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role
		1.3	Explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship
		1.4	Explain the importance of acting according to ethical and professional standards in a mentoring relationship
		1.5	Analyse ways of building a relationship with a client in a mentoring role
2	Understand the use of mentoring in a specific context	2.1	Analyse the benefits of mentoring in a specific context
		2.2	Analyse the impact of mentoring on individual learning and development
		2.3	Explain legal and organisational requirements in a specific context relating to: • Data protection; • Privacy; • Confidentiality; and • Safeguarding and disclosure
		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 mentoring session
3	Understand how to identify client goals and outcomes	3.1	Analyse ways of identifying and agreeing outcomes and goals with clients
		3.2	Explain the role of a mentoring agreement
		3.3	Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals

		3.4	Analyse client responsibility and autonomy for making changes

Unit Title:	Preparing for the personal tutoring role
Unit No:	T/505/1093
Level:	4
GLH:	3
Credit:	15

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of preparing for the personal tutoring role.

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

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

Unit Title:	Specialist delivery techniques and activities
Unit No:	R/504/0229
Level:	4
GLH:	30
Credit:	9

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of specialist delivery techniques and activities.

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

Unit Title:	Teaching in a specialist area
Unit No:	J/505/1096
Level:	4
GLH:	50
Credit:	15

Unit details: The aim of this unit is to develop the learner's knowledge and understanding around teaching in a specialist area including the aims and structure of key qualifications.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the aims and philosophy of education and training in a specialist area	1.1	Explain key aims of education and training in own specialist area
		1.2	Analyse philosophical issues relating to education and training in own specialist area
2	Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area	2.1	Describe the aims and structure of key qualifications in own specialist area
		2.2	Describe the aims and structure of learning programmes in own specialist area
		2.3	Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met
3	Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area	3.1	Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area
		3.2	Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies
4	Understand how to use resources for inclusive teaching and learning in a specialist area	4.1	Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area
		4.2	Analyse the inclusiveness of own use of teaching and learning resources in a specialist area
5	Be able to work with others within a specialist area to develop own practice	5.1	Liaise with others within a specialist area to develop own practice
		5.2	Review the impact of liaison with other teachers and trainers within own specialist area on own practice
6	Be able to evaluate, improve and update own knowledge and skills in a specialist area	6.1	Review the effectiveness of own knowledge and skills in a specialist area
		6.2	Identify own strengths and areas for improvement in relation to practice in a specialist area

		6.3	Identify opportunities to improve and update own knowledge and skills in a specialist area

Unit Title:	Understanding and managing behaviours in a learning environment
Unit No:	Y/505/1099
Level:	4
GLH:	20
Credit:	6

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of managing behaviours in a learning environment.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand potential factors leading to behaviours that disrupt a learning environment	1.1	Describe behaviours that can occur in a learning environment
		1.2	Explain potential factors leading to behaviours that can disrupt a learning environment
2	Understand organisational policies relating to managing behaviours in a learning environment	2.1	Explain key aspects of legislation relating to managing behaviours in a learning environment
		2.2	Explain key aspects of an organisation's policies relating to managing behaviours in a learning environment
3	Be able to promote behaviours that contribute to a purposeful learning environment	3.1	Analyse ways of encouraging behaviours that contribute to a purposeful learning environment
		3.2	Use strategies for encouraging behaviours that contribute to a purposeful learning environment
4	Be able to manage behaviours that disrupt a purposeful learning environment	4.1	Analyse ways of managing behaviours that disrupt a purposeful learning environment
		4.2	Use strategies for managing behaviours that disrupt a purposeful learning environment
5	Be able to evaluate own practice in managing behaviours in a learning environment	5.1	Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment
		5.2	Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment

Unit Title:	Working with the 14-19 age range in education and training
Unit No:	D/505/1105
Level:	4
GLH:	30
Credit:	9

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of working with the 14-19 age range in education and training.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand national developments in educational provision for the 14-19 age range	1.1	Explain national policies and initiatives for the education of the 14-19 age range
		1.2	Analyse the relationship between schools and other providers of learning for the 14-19 age range
2	Understand roles and responsibilities of teachers working with the 14-19 age range	2.1	Describe the legal framework and key legislation relating to teachers working with the 14-19 age range
		2.2	Analyse own role and responsibilities in relation to working with the 14-19 age range
		2.3	Evaluate impact on own practice of legislation relating to working with the 14-19 age range
3	Be able to plan learning to meet the needs of individual 14-19 learners	3.1	Analyse teaching, learning and assessment approaches for use with 14-19 learners
		3.2	Plan learning sessions for 14-19 learners, taking account of: own analysis of teaching, learning and assessment approaches for use with 14-19 learners; curriculum requirements; and individual learner needs
4	Be able to deliver learning to meet the needs of individual 14-19 learners	4.1	Use teaching and learning approaches that take account of: • own analysis of teaching and learning approaches for use with 14-19 learners; • curriculum requirements; and • individual needs of 14-19 learners
		4.2	Use assessment methods that take account of: • own analysis of assessment approaches for use with 14-19 learners; • curriculum requirements; and

			• individual needs of 14-19 learners
5	Be able to evaluate own practice in working with the 14-19 age range	5.1	Evaluate own practice in working with 14-19 learners
		5.2	Identify areas for improvement in own practice in working with 14-19 learners

Unit Title:	Using study skills approaches and techniques to enhance the learning of others
Unit No:	K/503/5814
Level:	4
GLH:	25
Credit:	6

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of using study skills approaches and techniques to enhance the learning of others.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how to use study skills approaches and techniques to enhance the learning of others	1.1	Evaluate approaches to developing learners' study skills
		1.2	Identify study skills techniques which can be used to enhance the learning of others
		1.3	Explain how study skills techniques can be used to enhance the learning of others
		1.4	Justify own selection of study skills approaches and techniques to enhance the learning of others
2	Be able to enable learners to use study skills to enhance their learning	2.1	Assist learners to identify how they currently use study skills to enhance their learning
		2.2	Assist learners to identify ways to further develop their study skills to enhance their learning
		2.3	Create opportunities for learners to develop and use study skills to enhance their learning
		2.4	Explain ways in which specific opportunities to use study skills have enhanced the learning of individual learners
3	Be able to evaluate own practice in the use of study skills approaches and techniques to enhance the learning of others	3.1	Review own practice in the use of study skills approaches and techniques to enhance the learning of others
		3.2	Identify own strengths and areas for improvement in the use of study skills approaches and techniques to enhance the learning of others
		3.3	Plan opportunities to improve own use of study skills approaches and techniques to enhance the learning of others

Unit Title:	Working with individual learners
Unit No:	R/503/5385
Level:	4
GLH:	50
Credit:	15

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of working with individual learners.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the roles and responsibilities of a coach, mentor and teacher in relation to working with individual learners	1.1	Summarise the responsibilities of a coach, mentor and teacher in relation to working with individual learners
		1.2	Analyse the differences between the coaching, mentoring and teaching roles in relation to working with individual learners
		1.3	Review the effectiveness of coaching, mentoring and teaching roles in meeting individual learning needs
2	Understand how to select strategies to meet the needs of individual learners	2.1	Justify the selection of strategies to meet the needs of individual learners
3	Understand the multi-agency approach to the development of individual learners	3.1	Review the resources required for an effective multi-agency approach
		3.2	Explain factors which influence the referral process
4	Understand the contribution of one-to-one coaching, mentoring and teaching to the development of individual learners	4.1	Review the processes involved in one-to-one coaching, mentoring and teaching in relation to emotional, intellectual and social benefits for learners
5	Be able to evaluate own practice in relation to one-to-one teaching and learning situations	5.1	Analyse the effectiveness of own practice in relation to one-to-one teaching and learning situations
		5.2	Identify own strengths and areas for improvement in relation to one-to-one teaching and learning situations
		5.3	Plan opportunities to improve own skills in relation to one-to-one teaching and learning situations

Unit Title:	Action learning for teaching in a specialist area of disability
Unit No:	J/505/0756
Level:	5
GLH:	40
Credit:	15

Unit details: The aim of this unit is to develop the learner's knowledge and understanding of working with individual learners.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the roles and responsibilities of a coach, mentor and teacher in relation to working with individual learners	1.1	Summarise the responsibilities of a coach, mentor and teacher in relation to working with individual learners
		1.2	Analyse the differences between the coaching, mentoring and teaching roles in relation to working with individual learners
		1.3	Review the effectiveness of coaching, mentoring and teaching roles in meeting individual learning needs
2	Understand how to select strategies to meet the needs of individual learners	2.1	Justify the selection of strategies to meet the needs of individual learners
3	Understand the multi-agency approach to the development of individual learners	3.1	Review the resources required for an effective multi-agency approach
		3.2	Explain factors which influence the referral process

Staff Requirements

Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission. Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

Handy vocabulary of terms used in this specification

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this particular qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop...	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions...	Derive a reason or logic based decision or judgement.

Estimate	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.
Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystalised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	

Comments:

Decision:	
Further Actions:	
Assessor:	
Position:	

IQA Report

IQA Report			
Qualification:			
Assessor:		IQA:	

Candidate Name	Unit(s) Sampled	Assessment Methods	Comments

	IQA Signature	
	Assessor Signature	