Ascentis Level 5 Diploma in

Education and Training

Specification

The following booklets accompany this specification:

- Optional Units of Assessment
- 'Personal and Professional Practice File' (3PF)

Ofqual Number: **601/0463/6**

Ofqual Start Date: 01/08/2013
Ofqual Review Date: 31/07/2020
Ofqual Certification Review Date: 31/07/2021

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

Ascentis
Office 4
Lancaster Business Park
Mannin Way
Caton Road
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

TABLE OF CONTENTS

Ascentis Level 5 Diploma in Education and Training

Introduction

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

The diploma gives 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 leaning 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. Teaching practice is a requirement of the qualification.

There are several features of these qualifications that make them very appropriate for their target learners:

- Ascentis devised assessment strategy and tasks designed to cover all the assessment criteria within the mandatory units
- The assessment strategy, a combination of the Personal and Professional Practice File (3PF) and assessment tasks, is a distinctive and holistic approach to the assessment requirements of the qualifications and highly relevant to learners working or intending to work within a wide range of learning environments in education and training
- Centre devised assessment tasks are permissible provided they are approved by Ascentis before commencement of delivery
- Can be achieved by pre-service or in-service learners, part-time or full-time.

This qualification replaces the Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) introduced in 2007 and updated in 2011.

Aims

The aims of the qualifications are to enable learners:

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

The purpose of this qualification is to **'confirm occupational competence' (D1)**.

Target Group

This qualification is aimed at a range of learners, including:

- Pre-service and in-service learners who need a teaching qualification to confirm occupational competence for their role as a teacher, trainer or tutor within an FE college, Community Learning and Skills provider or Independent Learning Provider.
- Learners delivering work based training within voluntary, community, private and public organisations.

Ofqual Qualification Number:

Ascentis Level 5 Diploma in Education and Training: 601/0463/6

Rules of Combination

The 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).

Ascentis Level 5 Diploma in Education and Training				
Maximum credits: 120 Minimum credits at Level 5 or above: 61				
Group A - Mandatory Units Credit (from Group A) Mandatory units:75				
Title	Level	Credit Value	GLH	Unit ref
Teaching, learning and assessment in education and training	4	20	65	H/505/0912
Theories, principles and models in education and training	5	20	60	A/505/0818
Developing teaching, learning and assessment in education and training	5	20	65	R/505/0923
Wider professional practice in education and training	5	15	50	J/505/0837
Group B - Optional Units Minimum credit (from Group B) Optional units:45				
Action learning to support development of subject specific pedagogy	5	15	50	M/503/5376
Action research	5	15	50	T/503/5380
Delivering employability skills	4	6	20	M/505/1089
Develop and prepare resources for learning and development (Learning and development unit)	4	6	25	A/502/9547
Develop learning and development programmes (Learning and development unit)	4	6	30	M/502/9545
Developing, using and organising resources within a specialist area	5	15	50	H/505/1090
Effective partnership working in the teaching and learning context	4	15	50	Y/503/5310
Engage with employers to facilitate workforce development (Learning and development unit)	4	6	30	D/502/9556
Equality and diversity	4	6	25	Y/503/5789
Evaluating learning programmes	4	3	15	K/505/1091
Identify the learning needs of organisations (Learning and development unit)	4	6	30	H/502/9543
Inclusive practice	4	15	50	L/503/5384
Internally assure the quality of assessment (Learning and development unit)	4	6	45	A/601/5321
Manage learning and development in groups (Learning and development unit)	4	6	30	A/502/9550
Preparing for the coaching role	4	3	15	J/505/0188
Preparing for the mentoring role	4	3	15	L/505/0189
Preparing for the personal tutoring role	4	3	15	T/505/1093
Principles and practice of lip reading teaching	4	12	48	L/504/0231
Specialist delivery techniques and activities	4	9	30	R/504/0229
Teaching in a specialist area	4	15	50	J/505/1096

Understanding and managing behaviours in a learning environment	4	6	20	Y/505/1099
Understanding and managing behaviours in a learning environment	5	6	20	L/505/1102
Understanding the principles and practices of externally assuring the quality of assessment (Learning and development unit)	4	6	45	F/601/5322
Understanding the principles and practices of internally assuring the quality of assessment (Learning and development unit)	4	6	45	T/601/5320
Action learning for teaching in a specialist area of disability	5	15	40	J/505/0756
ESOL and the learners	5	15	40	F/505/0786
ESOL theories and frameworks	5	15	40	A/505/0785
Literacy and ESOL and the learners	5	20	60	L/505/0791
Literacy and ESOL theories and frameworks	5	20	60	J/505/0790
Literacy and the learners	5	15	40	L/505/0774
Literacy, ESOL and the learners	5	15	40	Y/505/0776
Literacy theories and frameworks	5	15	40	J/505/0773
Numeracy and the learners	5	15	40	K/505/0765
Numeracy knowledge and understanding	5	15	40	H/505/0764
Understanding theories and frameworks for teaching disabled learners	5	15	40	Y/505/0759
Developing subject pedagogy and understanding - GCSE English Language	5	12	40	T/508/1839
Developing subject pedagogy and understanding - GCSE Mathematics	5	12	40	K/508/1840
Teaching Functional Skills English	5	15	50	A/617/3609
Teaching Functional Skills Mathematics	5	15	50	D/617/3621

Credits from equivalent units:
Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.

Credits from exemptions:
Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.

Barred combinations
Learners may not include the same unit at more than one level in any qualification

Unit title	Reference		Unit title	Reference
Understanding and managing behaviours in a learning environment	Y/505/1099	**May not be taken with**	Understanding and managing behaviours in a learning environment	L/505/1102

Unit certification is available for any unit.

Time Limit for the Process of Credit Accumulation or Exemptions

Credit accumulation can be within the life span of the qualification.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is a minimum of 360. The maximum guided learning hours will be determined by the optional units selected.

Total Qualification Time

The total qualification time for this qualification is 1200.

Learners are not required to have achieved a Level 3 or Level 4 Preparing to Teach in the Lifelong Learning Sector or a Level 3 Award in Education and Training or a Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector or a Level 4 Certificate in Education and Training before undertaking a Level 5 Diploma in Education and Training.

Learners who have completed the Level 3 Award in Education and Training and who are progressing directly to the Level 5 Diploma in Education and Training cannot bring forward any credit or observed and assessed practice. Further information in regards to this is on Page 12.

Learners who have completed the Level 4 Certificate in Education and Training and who are progressing onto the Level 5 Diploma in Education and Training should have their prior achievement recognised. Recognition of Prior Learning (RPL) will apply between the mandatory credit from the Certificate and the Level 4 unit teaching, learning and assessment in education and training from the Level 5 Diploma in Education and Training. Learners should not be required to present further evidence other than that necessary to demonstrate that their prior learning is at Level 4.

Since 2007, learners have been able to undertake one of the standalone specialist qualifications prior to taking a generic teaching qualification as well as alongside (concurrently) or afterwards.
These are:
- Level 5 Diploma in Teaching Mathematics: Numeracy
- Level 5 Diploma in Teaching English: ESOL
- Level 5 Diploma in Teaching English: Literacy
- Level 5 Diploma in Teaching Disabled Learners

If a learner already holds one of the specialist standalone qualifications and wishes to undertake a generic teaching qualification, they can use the units towards the optional credit requirement for the Level 5 Diploma in Education and Training.

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).

Recommended Prior Knowledge, Attainment and/or Experience

As part of the selection process for entry onto this qualification programme all potential learners must be interviewed and undertake an initial assessment of their skills in English, mathematics and ICT. All learners should record their development needs and, where applicable, agree an action plan to address

them. If learners join the qualification programme having already completed a Level 3 PTLLS or a Level 3 Award in Education and Training and/or a Level 4 CTLLS or a Level 4 Certificate in Education and Training, their record of development needs and previous action to address them should be reviewed. Opportunities to continue to develop these personal skills should be made available across the mandatory units.

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
- 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

Learners who are taking either of the following optional units must have a minimum Level 3 qualification in either English or mathematics as appropriate:

- Developing subject pedagogy and understanding - GCSE English Language
- Developing subject pedagogy and understanding - GCSE Mathematics
- Teaching Functional Skills English
- Teaching Functional Skills Mathematics

Age Range of Qualification

This qualification is listed as appropriate for learners of 19+.

Opportunities for Progression

Learners who have achieved the Level 5 Diploma in Education and Training may choose to undertake one of the following specialist qualifications:

- Level 5 Diploma in Teaching Disabled Learners
- Level 5 Diploma in Teaching English: ESOL
- Level 5 Diploma in Teaching English: Literacy
- Level 5 Diploma in Teaching Mathematics: Numeracy

Relationship to National Occupational Standards

The units of assessment for this Award were written by LSIS and are based on the professional standards for teachers, tutors and trainers in the Lifelong Learning Sector.

Resources to support the Delivery of the Qualification

These are outlined in Appendix 7.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English language. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that learners can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition[1].* Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

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[1] The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

Internal Assessment

To achieve the Diploma evidence of achievement of all the assessment criteria must be demonstrated, together with at least 100 hours of teaching practice, of which there must be at least 8 observations totalling a minimum of 8 hours. Any single observation must be a minimum of 30 minutes.

Part of the Ascentis devised assessment strategy is the Personal and Professional Practice File (3PF), detailed in a separate booklet. This is a dynamic document that encourages a holistic approach to the Diploma programme and develops incrementally as the learner progresses through the programme. In addition assessment tasks are provided that supplement the 3PF to ensure coverage of all the mandatory units of the qualification. The 3PF and the assessment tasks are designed to meet the needs of learners working or intending to work within a wide range of learning environments within Education and Training. Centre devised assessment tasks are required for the optional units of the qualification and can be devised for the mandatory units if there is a rationale for moving away from the Ascentis devised assessment strategy. These will need to be approved by Ascentis prior to delivery.

The 3PF and all assessment tasks completed by learners should be internally verified within the centre. Ascentis will arrange external verification at a time convenient to the centre, and certification is available throughout the year.

Note:
The 3PF Booklet will be made available via the Ascentis electronic registration portal, once learners have been registered against the qualification.

Completion of the 3PF and assessment tasks

Learners need to complete the 3PF which covers all the mandatory units and the appropriate assessment tasks for each unit according to the rules of combination, in order to achieve the diploma. The 3PF and assessment tasks are marked within the centre by an assessor who may or may not be the tutor delivering the course. Tutors/assessors should consider whether all the assessment criteria that the 3PF/assessment tasks covers have been met. All assessment criteria across the units being taken must be achieved in order to gain the qualification.

The tutor/assessor must be confident that the work is the learner's own work. For example, this can be ensured by completion of at least part of an assessment task within a supervised classroom environment. The Authenticity Cover Sheet which includes a statement on authentication should be signed by both the learner and assessor. This can be found in Appendix 9.

If learners fail to meet the required standard for any of the assessment tasks, after re-drafting and re-submitting up to three times, further support will need to be provided by the tutor and mentor in order that they are able work towards the standard. Individual Learning Plans may need to be reviewed in order that support for the learner is identified and provided.

Generic Criteria

All learners' evidence needs to demonstrate that they have met the generic criteria for each unit as well as covering the appropriate assessment criteria within the unit.

Generic criteria and level descriptors can be found in Appendix 3.

Practice Requirements

In order to successfully achieve the Diploma, learners must complete 100 hours of teaching practice of which there must be a minimum of 8 observations totalling a minimum of 8 hours. Any single observation session must be of a minimum of 30 minutes. There is a requirement to evidence working with groups of learners to achieve this qualification. There is no requirement for observation to be

carried out by a subject specialist tutor, although it is strongly recommended that at least one observation is conducted by a specialist subject mentor. This excludes any observed practice completed as part of the Level 3 Award in Education and Training.

Appendix 2 summarises the practice requirements for the qualification's mandatory units. The practice requirements for the optional units are detailed in the separate optional units of assessment booklet. The eight 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)

To be eligible for the award of credit for any one of the above two units, a learner must be able to provide evidence of a minimum of two assessed observation of practice that meets the required standard of practice. To be eligible for the award of credit for both units, a learner must be able to provide evidence of a minimum of eight assessed observations of practice that meet the required standard of practice. **The 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).**

Observed teaching practice should take place at regular intervals throughout the course to allow time for learner reflection and development. A pro forma is provided for the observed teaching report in Appendix 5.

It is recommended that any assessed observations of practice demonstrating the characteristics of inadequate practice (grade 4) identified in Appendix 4 should not be included in the total number of assessed observations of practice required for the qualification. However, these observations should be recorded and detailed feedback provided to the trainee teacher.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in Appendix 4 be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor the trainee teachers' progress towards meeting developmental points and achieving a good standard of practice (grade 2) by the end of their programme. A tracking document is available to download from the website www.ascentis.co.uk

Ascentis recommends that **at least four hours** of observed and assessed practice in observations linked to the mandatory units should demonstrate grade 2 characteristics.

In the case of learners who are already teaching, their own classes may be used for teaching practice. For other learners, teaching practice may be individually arranged in appropriate, existing classes. Any appropriate location for teaching practice will allow a trainee teacher to meet the requirements of the standards. However there are particular requirements for certain units which are detailed below. Centres should ensure that teaching practice placements enable learners to meet the requirements of the programme in relation to teaching hours, number of observations and assignments. Centres should also ensure that learners are supported by appropriately qualified staff whilst on placement. The support could be provided by the core delivery team or by a mentor, who must also meet the criteria for staff as specified in the section on centre staffing above.

Initial teacher training providers should ensure that trainee teachers have access to as many of the following elements within their teaching practice as possible:

- A number of 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

If the learner does not complete the required 100 hours of teaching practice within the duration of the course, the opportunity to make up the required number of hours should be provided by an agreed deadline. In these circumstances, the award of the diploma will be withheld until the teaching practice hours are completed.

Centres will need to ensure that evidence of completion of the required amount of teaching practice is available at external verification.

For the following units there is no requirement to undertake teaching practice or to observe and assess practice:

- Theories, principles and models in education and training (Level 5)
- Wider professional practice in education and training (Level 5)

There are additional practice, including observed and assessed practice, requirements for some optional units taken from the education and training 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 optional units of assessment booklet.

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

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

Learners who have completed the Level 4 Certificate in Education and Training may use 20 hours of practice as follows:
- To meet the practice requirement for the Level 4 unit Teaching, learning and assessment in education and training
- Towards the overall minimum practice requirements of 100 hours for the Level 5 Diploma in Education and training

Learners who have completed the Level 4 Certificate in Education and Training may use a maximum of two observed assessments of practice as follows:
- To meet the observed and assessed practice requirement for the Level 4 unit Teaching, learning and assessment in education and training
- Towards the overall minimum eight observed assessments of practice for the Level 5 Diploma in Education and Training

Centre Devised Assessment Tasks

Centre devised assessment tasks are required for the optional units of the qualifications and can be devised for the mandatory units if there is a rationale for moving away from the Ascentis devised assessment strategy.

Centre devised assessment tasks must cover all the learning outcomes and assessment criteria within the unit. They will need to be approved by Ascentis prior to delivery. They should be submitted on the pro-forma in Appendix 8, and must include mapping of the tasks to the assessment criteria.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal verification of this programme will be co-ordinated by a named co-ordinator at each centre, who will liaise with Ascentis. The co-ordinator may also act as the internal verifier. Internal verification will be carried out through standardisation activities including the internal verification of portfolios evidence across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Verifiers to ensure that assessors' decisions are sampled and monitored throughout the qualification to ensure consistency and fairness. Internal Verifiers are also responsible for supporting assessors by offering advice and guidance.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

•   A review of the centres management of the regulated provision
•   The levels of resources to support the delivery of the qualification, including both physical resources and staffing
•   Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
•   Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
•   Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

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

• a teaching qualification equivalent to Level 5 or above;
• evidence of relevant teaching experience in an education and training context;
• access to appropriate guidance and support; and
• on-going participation in related programme quality assurance processes

There are additional requirements for those who assess the Learning and Development units.

All those who assess these units must:

• already hold the unit they are assessing (or a recognised equivalent)
• have up-to-date working knowledge and experience of best practice in assessment and quality assurance
• hold one of the following qualifications or their recognised equivalent
    o Level 3 Award in Assessing Competence in the Work Environment; or
    o Level 3 Certificate in Assessing Vocational Achievement; or
    o A1 Assess learner performance using a range of methods; or
    o D32 Assess learner performance and D33 Assess learners using differing sources of evidence; and
• Show current evidence of continuing professional development in assessment and quality assurance.

Internal Verifiers need to be competent assessors with knowledge of the internal verification process. Training is available from Ascentis for any one new to this role.

There are additional requirements for those who deliver and assess any of the knowledge units from the specialist standalone qualifications.

They must:

▪ Hold a Level 4 specialist qualification or Level 5 Additional Diploma or equivalent qualification in the relevant specialist area(s).

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

UNIT SPECIFICATIONS

Teaching, learning and assessment in education and training

Credit Value of Unit: 20   **GLH of Unit: 65**   **Level of Unit: 4**

Introduction

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.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	3PF
1 Understand roles, responsibilities and relationships in education and training	1.1 Analyse own role and responsibilities in education and training	TRL
	1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	TRL
	1.3 Analyse the relationships and boundaries between the teaching role and other professional roles	TRL
	1.4 Describe points of referral to meet the needs of learners	TRL
2 Be able to use initial and diagnostic assessment to agree individual learning goals with learners	2.1 Explain why it is important to identify and meet the individual needs of learners	PDE
	2.2 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals	PDE
	2.3 Use methods of initial and diagnostic assessment to agree individual learning goals with learners	PDE/OR
	2.4 Record learners' individual learning goals	PDE/OR
3 Be able to plan inclusive teaching and learning	3.1 Devise a scheme of work in accordance with internal and external requirements	PDE/OR

	3.2 Design teaching and learning plans which respond to:
	  • the individual goals and needs of all learners; and
	  • curriculum requirements
		PDE/OR

	3.3 Explain how own planning meets the individual needs of learners	PDE
	3.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners	PDE
	3.5 Identify opportunities for learners to provide feedback to inform inclusive practice	PDE/OR
4 Be able to create and maintain a safe, inclusive teaching and learning environment	4.1 Explain why it is important to promote appropriate behaviour and respect for others	PDE
	4.2 Explain ways to promote equality and value diversity	PDE
	4.3 Establish and sustain a safe, inclusive learning Environment	PDE

5	Be able to deliver inclusive teaching and learning	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	PDE/OR/RJ
		5.2	Analyse benefits and limitations of communication methods and media used in own area of specialism	PDE/RoD
		5.3	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners	RR
		5.4	Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners	PDE/OR/RR
		5.5	Demonstrate ways to promote equality and value diversity in own teaching	PDE/OR/RR
		5.6	Adapt teaching and learning approaches and resources, including technologies to meet the individual needs of learners	PDE/OR/RR
		5.7	Communicate with learners and learning professionals to meet individual learning needs	PDE/OR/TRL/RoD
6	Be able to assess learning in education and training	6.1	Explain the purposes and types of assessment used in education and training	PDE
		6.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners	PDE
		6.3	Use types and methods of assessment, including peer and self-assessment to: • 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	PDE/OR
		6.4	Use questioning and feedback to contribute to the assessment process	PDE/OR
		6.5	Record the outcomes of assessments to meet internal and external requirements	PDE
		6.6	Communicate assessment information to other professionals with an interest in learner achievement	TRL/OR
7	Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	7.1	Analyse ways in which the minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning	PDE
		7.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning	PDE/OR
8	Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning	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	RJ/PDE
		8.2	Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning	RJ/RoD

Indicative Content

- 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*

- 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, ADA, ways to promote Equality and Diversity in own practice*

- 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 learners, questioning techniques, managing discussion, role of audio visual aids, ICT, benefits and limitations of communication methods and media*

- 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.

- 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, discussion, question and answer, peer assessment, self-assessment*

- 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*

UNIT SPECIFICATIONS

Theories, principles and models in education and training

Credit Value of Unit: 20   **GLH of Unit: 60**   **Level of Unit: 5**

Introduction

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 (Level 5) unit.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	3PF
1 Understand the application of theories, principles and models of learning in education and training	1.1 Analyse theories, principles and models of learning	PDE
	1.2 Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment	PDE
	1.3 Analyse models of learning preferences	PDE
	1.4 Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment	PDE
2 Understand the application of theories, principles and models of communication in education and training	2.1 Analyse theories, principles and models of communication	PDE/RoD/OR
	2.2 Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment	PDE
3 Understand the application of theories, principles and models of assessment in education and training	3.1 Analyse theories, principles and models of assessment	PDE
	3.2 Explain ways in which theories, principles and models of assessment can be applied in assessing learning	PDE
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	PDE
	4.2 Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism	PDE
5 Understand the application of theories and models of reflection and evaluation to reviewing own practice	5.1 Analyse theories and models of reflection and evaluation	RJ
	5.2 Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice	RJ

Indicative Content

- 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 discussion, role of audio visual aids, use of technology, managing groups.

- 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 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.

- 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.

- 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 / numeracy /functional

skills integration, use of ICT/ILT, health and safety issues, equality and diversity issues, safeguarding).

- 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).

- 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, focussing 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.

UNIT SPECIFICATIONS

Developing teaching, learning and assessment in education and training

Credit Value of Unit: 20   **GLH of Unit: 65**   **Level of Unit: 5**

Introduction

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.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	3PF
1 Be able to investigate practice in own area of specialism	1.1 Analyse the application of pedagogical principles in own area of specialism	PDE/RS
	1.2 Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism	RJ/OR/RR
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	PDE

	2.2 Devise a scheme of work taking account of:
	   • the needs of learners
	   • the delivery model; and
	   • internal and external requirements
		PDE

	2.3 Design teaching and learning plans which take account of:
	   • the individual goals, needs and learning preferences of all learners; and
	   • curriculum requirements
		PDE

	2.4 Identify opportunities for learners and others to provide feedback to inform inclusive practice	PDE
	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	PDE
3 Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment	3.1 Analyse theories of behaviour management	PDE
	3.2 Establish and sustain a safe, inclusive learning environment	PDE/OR
	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	PDE

4	Be able to apply theories, principles and models of learning and communication to deliver inclusive teaching and learning	4.1 Design resources that: • actively promote equality and value diversity; and • Meet the identified needs of specific learners	RR/OR
		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	PDE/OR
		4.3 Demonstrate ways to promote equality and value diversity in own teaching	PDE/OR
		4.4 Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression	OR/TRL/ RoD/OR
		4.5 Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication	PDE
5	Be able to apply theories, models and principles of assessment to assessing learning in education and training	5.1 Design assessments that meet the individual needs of learners	PDE/OR
		5.2 Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements	PDE/OR
		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	PDE/OR
		5.4 Communicate assessment information to other professionals with an interest in learner achievement	TRL/OR
		5.5 Explain how own assessment practice has taken account of theories, models and principles of assessment	PDE
6	Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	6.1 Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning	PDE
		6.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning	PDE/OR
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	7.1 Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning	RJ
		7.2 Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning	RJ/PDE

Indicative Content

- 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 of learners, timely feedback on progress, law of effect, law of exercise, peer learning.

- 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).

- 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, learning styles, preferences, difficulties and/or disabilities*

- 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 (Geoff Petty).

- 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 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, 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 evaluation, content of evaluations, the importance of learner feedback, peer feedback, external feedback, manager feedback*

- 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.

UNIT SPECIFICATIONS

Wider professional practice in education and training

Credit Value of Unit: 15 **GLH of Unit: 50** **Level of Unit: 5**

Introduction

The purpose of this unit is to provide learners with knowledge, understanding and skills relating to wider professional practice in education and training. It includes understanding professionalism and professional values in education and training, the policy context of education and training, the impact of being accountable to stakeholders and external bodies, and the organisational context of education and training. It also includes understanding and contributing to the quality improvement and quality assurance arrangements of an organisation.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	3PF
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	TRL
	1.2 Explain ways in which own professional values influence own practice in an area of specialism	TRL
2 Understand the policy context of education and training	2.1 Explain ways in which social, political and economic factors influence education policy	TRL
	2.2 Analyse the impact of current educational policies on curriculum and practice in own area of specialism	TRL
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	TRL
	3.2 Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training	TRL
	3.3 Explain why it is important to work in partnership with employers and other stakeholders in education and training	TRL
	3.4 Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism	TRL
4 Understand the organisational context of education and training	4.1 Explain key aspects of policies, codes of practice and guidelines of an organisation	TRL
	4.2 Analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism	TRL
5 Be able to contribute to the quality improvement and quality assurance arrangements of own organisation	5.1 Analyse the quality improvement and quality assurance arrangements of own organisation	TRL
	5.2 Explain the function of self-assessment and self-evaluation in the quality cycle	TRL
	5.3 Evaluate a learning programme taking account of the quality arrangements of own organisation	TRL
	5.4 Identify areas for improvement in a learning programme taking account of the outcomes of evaluation	TRL

Indicative Content

- 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 2011-2014: Investing in a World Class Skills System), review of informal adult learning, 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.

- 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/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 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).

Summary Record of Achievement

Learner Name _____

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Teaching, learning and assessment in education and training	4	20			
Theories, principles and models in education and training	5	20			
Developing teaching, learning and assessment in education and training	5	20			
Wider professional practice in education and training	5	15			
Action learning to support development of subject specific pedagogy	5	15			
Action research	5	15			
Delivering employability skills	5	6			
Develop and prepare resources for learning and development	4	6			
Develop learning and development programmes	4	6			
Developing, using and organising resources within a specialist area	5	15			
Effective partnership working in the teaching and learning context	4	15			
Engage with employers to facilitate workforce development	4	6			

Equality and diversity	4	6			
Evaluating learning programmes	4	3			
Identify the learning needs of organisations	4	6			
Inclusive practice	4	15			
Internally assure the quality of assessment	4	6			
Manage learning and development in groups	4	6			
Preparing for the coaching role	4	3			
Preparing for the mentoring role	4	3			
Preparing for the personal tutoring role	4	3			
Principles and practice of lip reading teaching	4	12			
Specialist delivery techniques and activities	4	9			
Teaching in a specialist area	4	15			
Understanding and managing behaviours in a learning environment	4	6			
Understanding and managing behaviours in a learning environment	5	15			
Understanding the principles and practices of externally assuring the quality of assessment	4	6			
Understanding the principles and practices of internally assuring the quality of assessment	4	6			
Action learning for teaching in a specialist area of disability	5	15			
ESOL and the learners	5	15			
ESOL theories and frameworks	5	15			

Literacy and ESOL and the learners	5	20			
Literacy and ESOL theories and frameworks	5	20			
Literacy and the leaners	5	15			
Literacy, ESOL and the learners	5	15			
Literacy theories and frameworks	5	15			
Numeracy and the learners	5	15			
Numeracy knowledge and understanding	5	15			
Understanding theories and frameworks for teaching disabled learners	5	15			
Developing subject pedagogy and understanding - GCSE English Language	5	12			
Developing subject pedagogy and understanding - GCSE Mathematics	5	12			
Teaching Functional Skills English	5	15			
Teaching Functional Skills Mathematics	5	15			

Minimum Credit Value of Qualification_____

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.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary of Practice Requirements for the Mandatory Units

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Developing teaching, learning and assessment in education and training Level 5	Yes	Yes	The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice. Trainee teachers must have evidence of a minimum of eight assessed observations of practice totalling a minimum of eight hours to achieve this unit and the unit Teaching, learning and assessment in education and training. To be eligible for the award of credit for any one of these units, a trainee teacher must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice. There is no transfer of practice, or of observed and assessed practice, from previously achieved teaching or training qualifications.
Teaching, learning and assessment in education and training Level 4	Yes	Yes	The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice. Trainee teachers must have evidence of a minimum of eight assessed observations of practice totalling a minimum of eight hours to achieve this unit and the unit Developing teaching, learning and assessment in education and training. To be eligible for the award of credit for any one of these units, a trainee teacher must be able to provide evidence of a minimum of two assessed observations of practice that meet the required standard of practice. Trainee teachers who have previously completed a Level 4 Certificate in Education and Training or a Level 4 CTLLS qualification can use 20 hours of practice and two hours of observed and assessed practice towards meeting the overall practice requirements for this unit.

Theories, principles and models in education and training Level 5	No	No	n/a
Wider professional practice in education and training Level 5	No	No	n/a

Level 5 Descriptors

		Level Descriptor Extract Level 5		
Level	**Summary**	**Knowledge and Understanding**	**Application and Action**	**Autonomy and Accountability**
5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	Use practical, theoretical or technical understanding to find ways forward in broadly defined, complex contexts. Analyse, interpret and evaluate relevant information and ideas. Be aware of the nature and scope of the area of study or work. Understand different perspectives or approaches or schools of thought and the reasoning behind them.	Address broadly-defined, complex problems. Determine, adapt and use appropriate methods and skills. Use relevant research or development to inform actions. Evaluate actions, methods and results.	Take responsibility for planning and developing courses of action, including, where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad parameters.

QCA (2007) *Level Descriptors for positioning units in the Qualifications and Credit Framework tests and trials* (Version 2) London. QCA

Generic Level 5 Descriptors
By the end of the programme, learners will be able to demonstrate:
A critical reflection of the relationship between theory and practice
Critical evaluation of key concepts and principles in their area of study
Critical application of their knowledge and understanding of key concepts and principles to personal and professional practice
Evidence of detailed research and reading, including professional publications
Concise, precise academic writing showing evidence of detailed planning
Clear analysis and development of ideas and arguments
Utilisation of the Harvard bibliographical referencing system
Effective communication of information and arguments to a range of audiences
Accurate use of grammar, punctuation and spelling
Critical analysis of and critical reflection on concepts and evidence to support a particular point of view
Accurate use of numerical calculations and interpretation of data
Use of Information and Communication Technology
Evidence of commitment to working within a professional value base

Observation Grading Characteristics

Standards of practice required of trainee teachers in assessed observations
The Initial Teacher Education (ITE) inspection handbook (Ofsted, 2012) states that, for outcomes for trainee teachers to be judged as at a good level, their teaching should be predominately good, with examples of outstanding teaching. When making judgements about trainee teachers' practice, inspectors often use as, a point of reference, the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the *Handbook for the inspection of further education and skills (Ofsted, 2012).*

Grading Characteristics

Outstanding (grade 1)

- Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning sessions that may take place in a variety of locations, such as the classroom, workplace or wider community.

- All staff are highly adept at working with and developing skills and knowledge in learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.

  Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.

- Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work.

- Appropriate and regular coursework contributes very well to learners' progress. High quality learning materials and resources including information and communication technology (ICT) are available and are used by staff and learners during and between learning and assessment sessions.

- Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest.

- The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.

- Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.

- Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning progression.

Good (grade 2)

- Teaching, learning and assessment are predominantly good, with examples of outstanding teaching. All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.

- Staff have high expectations of all learners. Staff in most curriculum and learning programme areas use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.

- Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities. Staff listen perceptively to, carefully observe, and skilfully question learners during learning sessions. Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills. Good use of resources including (ICT) and regular coursework contribute well to learners' progress.

- Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.

- The teaching of English, mathematics and functional skills is generally good. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.

- Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.

- Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.

Requires improvement (grade 3)

- Teaching, learning and assessment require improvement and are not yet good. They result in most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.

  There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners. Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most learners to work hard and achieve satisfactorily, and encourage them to make progress.

- Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.

- Staff monitor learners' work during learning sessions, set appropriate tasks and are capable of adjusting their plans to support learning. These adaptations are usually successful but occasionally are not timely or relevant, and this slows learning for some learners.

- Teaching strategies ensure that learners' individual needs are usually met. Staff deploy available additional support carefully, use available resources well and set appropriate coursework for learners.

- Learners are informed about the progress they are making and how to improve further through marking and dialogue with staff that is usually timely and encouraging. This approach ensures that most learners want to work hard and improve.

- The teaching of English, mathematics and functional skills is satisfactory overall.

- The promotion of equality and support for diversity in teaching and learning are satisfactory.

- Advice, guidance and support help to motivate learners to succeed in their learning and progress.

Inadequate (grade 4)

- Teaching, learning and assessment are likely to be inadequate where any of the following apply.

- As a result of weak teaching, learning and assessment over time, learners or groups of learners are making inadequate progress and have been unsuccessful in attaining their learning goals.

- Staff do not have sufficiently high expectations and, over time, teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.

- Staff lack expertise and the ability to promote learning.

- Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress.

- Teaching of English, mathematics and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, mathematics and language needs.

- Staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions.

Observed and Assessed Teaching Report

Level 5 Diploma in Education and Training

This pro forma can be used by centres to record the judgements made when observing and assessing learners' teaching for the Level 5 Diploma in Education and Training. Centres are not required to use this pro forma and if they wish, can develop their own. However, centres should ensure that they cover each of the elements identified below including grading learners' teaching. Judgements relating to grading should be based on the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the Handbook for the inspection of further education and skills (Ofsted 2012). The pro forma also identifies assessment criteria from the Level 5 Diploma in Education and Training that learners can meet and/or partially meet in their practical teaching. Whilst it is not essential for learners to demonstrate that they meet each of the assessment criteria identified below during observations of their practice, it is likely that they will generate some relevant evidence in relation to some and/or all of these criteria. Centres may wish to draw on this evidence to demonstrate learners' achievement of particular assessment criteria. It should be noted that the list of assessment criteria identified below is not intended to be exhaustive. Centres may identify other assessment criteria which learners can meet in their practice.

Key to abbreviations:

TLA: Teaching, learning and assessment in education and training (level 4)
DTLA: Developing teaching, learning and assessment in education and training (level 5)
LTL: Literacy teaching and learning (level 5)
ETL: ESOL teaching and learning (level 5)
LETL: Literacy and ESOL teaching and learning (level 5)
NTL: Numeracy teaching and learning (level 5)
ITLDL: Inclusive teaching and learning for disabled learners (level 5)

Learner name:	Observer name and status: (tutor/mentor)	Observation number: (1 – 8)
Course/group taught:	Subject/topic	Location of session:
Time of session: From: To:	Duration of observation: From: To:	Date of observation:
Name of qualification:		
Action points from previous observations to be addressed in this session		

Planning and preparation	Links to assessment criteria	Observer's comments
Clarity and content of scheme of work	TLA 3.1; DTLA 2.2; LTL 2.1 & 2.2; ETL 2.1 & 2.2; LETL 2.1 & 2.2; NTL 1.1 & 1.2; ITLDL 3.1 & 3.2;	
Clarity and content of session plan including: • Expression of learning outcomes • Appropriateness of session structure • Range and appropriateness of teaching and learning approaches and activities • Range and appropriateness of teaching and learning resources • Range and appropriateness of assessment methods and activities • Identification of strategies for differentiation	TLA 3.2; DTLA 2.3; LTL 2.1 & 2.2; ETL 2.1 & 2.2; LETL 2.1 & 2.2; NTL 1.1 & 1.2; ITLDL 3.1 & 3.2;	
Quality of learning resources/materials	TLA 3.2; DTLA 2.3; LTL 2.2; ETL 2.2; LETL 2.2; NTL 1.2; ITLDL 3.1 & 3.2;	
Organisation and safety of learning environment	TLA 4.3; DTLA 3.2; LTL 2.1; ETL 2.1; LETL 2.1; NTL 1.1; ITDL 3.1 & 3.2	

Teaching, learning and assessment	Links to assessment criteria	Observer's comments
Completion of administrative requirements of lesson	TLA 6.5 & 6.6; DTLA 5.3 & 5.4; LTL 4.4; ETL 4.4 LETL 4.4; NTL 2.4;	
Clarity of introduction to lesson	TLA 5.4, DTLA 4.2; LTL 3.1 & 3.2; ETL 3.1 & 3.2; NTL 3.1; ITDL 4.1;	
Clarity of links to previous learning	TLA 5.4, DTLA 4.2; LTL 3.1 & 3.2; ETL 3.1 & 3.2; LETL 3.1 & 3.2; NTL 3.2; ITDL 4.1;	
Effectiveness of checks on previous learning	TLA 5.4 & 6.4; DTLA 4.2 & 5.2; LTL3.1 & 4.2; ETL 3.1; LETL 3.1; NTL 3.2; ITDL 4.1;	
Effectiveness of use of teaching and learning approaches, activities and resources to meet individual learning needs	TLA5.4 & 5.6; DTLA 4.2; LTL 3.1 & 3.2; ETL 3.1 & 3.2; LETL 3.1 & 3.2; NTL 3.2; ITDL 4.1;	
Clarity and appropriateness of verbal communication	TLA 5.7, 6.6 & 7.2; DTLA 4.4, 5.4 & 6.2; LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; LETL 3.1, 3.2 & 4.2; NTL 4.1 - 4.4; ITDL 4.2 & 4.3;	
Appropriateness of non-verbal communication	TLA 5.7; DTLA 4.4; LTL 3.1; 4.1 & 4.2; ETL 3.1; 4.1 & 4.2; ETL 3.1; 4.1 & 4.2; LETL 3.1; 4.1 & 4.2; NTL 4.1 – 4.4; ITDL 4.2 & 4.3;	

Effectiveness of questioning techniques	TLA 2.3, 5.4, 6.4 & 7.2; DTLA 2.1 & 6.2; LTL3.1, 4.1, 4.2 & 4.3; ETL 3.1; 4.1, 4.2 & 4.3; LETL 3.1; 4.1, 4.2 & 4.3; NTL 2.1; 2.2 & 4.1 4.4; ITDL 4.2 & 4.3;	
Effectiveness of listening skills	TLA2.3, 5.4, 6.4 & 7.2; DTLA 2.1, 4.2 & 6.2; LTL 3.1, 4.2 & 4.3; ETL 3.1, 4.2 & 4.3; LETL 3.1; 4.2 & 4.3; NTL 2.1, 2.2 & 3.2; ITDL 4.2 & 4.3;	
Effectiveness of responses to learners' questions	TLA 2.3, 5.4, 6.4 & 7.2; DTLA 2.1, 4.2 & 6.2; LTL 3.1, 4.1, 4.2 & 4.3; ETL 3.1, 4.1, 4.2 & 4.3; LETL 3.1, 4.1, 4.2 & 4.3; ITDL 4.2 & 4.3;	
Appropriateness of pace of lesson	TLA 5.4 & 6.3; DTLA 4.2 & 5.2; LTL 3.1 & 4.2; ETL 3.1 & 4.2; LETL 3.1 & 4.2; NTL 2.3 & 3.2;	
Teacher's expertise in and enthusiasm for the specialist area	TLA 2.3, 3.2, 5.4, 5.6, 6.3; DTLA 2.1, 2.3, 4.2, 5.1, 5.2; LTL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4; ETL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4: LETL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4; NTL 1.1, 1.2, 2.1, 2.3, 3.2, 4.1 – 4.4; ITDL 4.1;	
Effectiveness of promotion of equality and diversity	TLA 5.5; DTLA 4.1 & 4.3; LTL 3.1; ETL 3.1; LETL 3.1 NTL 3.2; ITDL 4.1;	
Effectiveness of integration of English, Mathematics and ICT skills	TLA 7.2, DTLA 6.2; LTL 3.2; ETL 3.2; LETL 3.2; NTL 3.2 & 4.1 – 4.4; ITDL 4.1;	
Quality of support for individual learning needs	TLA 5.4, 5.6 & 6.3; DTLA 4.2 & 5.2; LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; LETL 3.1, 3.2 & 4.2; NTL 2.3, 3.2 & 4.1 – 4.4; ITDL 4.1 – 4.4;	

Effectiveness of classroom / behaviour management	TLA 4.3; DTLA 3.2; LTL 3.1; ETL 3.1; LETL 3.1; NTL 3.1& 3.2; ITDL 4.1;	
Level of engagement, motivation and interest of learners	TLA 4.3, 5.4 & 6.3; DTLA 3.2, 4.2 & 5.2; LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; LETL 3.1, 3.2 & 4.2; NTL 3.1, 3.2, 4.1 – 4.4 & 2.3; ITDL 4.1 & 4.3;	
Level of co-operation and interaction of learners	TLA 4.3, 5.4 & 6.3; DTLA 3.2, 4.2 & 5.2; LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; LETL 3.1, 3.2 & 4.2; NTL 3.1, 3.2, 4.1 – 4.4 & 2.3; ITDL 4.1 & 4.3;	
Extent of learners' progress	TLA 5.4 & 6.3, DTLA 4.2 & 5.2; LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; LETL 3.1, 3.2 & 4.2; NTL 2.3, 3.2 & 4.1 – 4.4; ITDL 4.1 & 4.3;	
Effectiveness of conclusion to lesson	TLA 5.4; DTLA 4.2; LTL 3.1; ETL 3.1: LETL 3.1; NTL 3.2; ITDL 4.1;	
Level and appropriateness of teachers' expectations of learners	TLA 2.3, 3.2, 5.4, 5.6 & 6.3; DTLA 2.1, 2.3, 4.2, 5.2; LTL 3.1, 3.3, 4.1 & 4.2; ETL 3.1, 3.3, 4.1 & 4.2; LETL 3.1, 3.3, 4.1 & 4.2; NTL 2.2, 2.3, 3.2; ITDL 4.1, 4.2 & 4.3;	
Level of learners' understanding of assessment activities and requirements	TLA 6.3; DTLA 5.2; LTL 4.2; ETL 4.2; LETL 4.2; NTL 2.3; ITDL 4.3 & 4.4;	
Effectiveness of use of assessment methods and activities to assess learning and meet the individual needs of learners	TLA 2.3 & 6.3; DTLA 2.1 & 5.2; LTL 4.1 & 4.2; ETL 4.1 & 4.2; LETL 4.1 & 4.2; NTL 2.1 & 2.3; ITDL 4.3;	

Effectiveness of monitoring of and checks on learning	TLA 6.3 & 6.4; DTLA 5.2; LTL 4.2; ETL 4.2; LETL 4.2; NTL 2.3; ITDL 4.3;	
Quality and effectiveness of verbal and written feedback to learners	TLA 6.4; DTLA 5.2; LTL 4.2; ETL 4.2; LETL 4.2; NTL 2.3; IDTL 4.3 & 4.4;	
Content and accuracy of assessment records	TLA 6.4 & 6.5; DTLA 5.3; LTL 4.4; ETL 4.4; LETL 4.4; NTL 2.4	

Summary Review

Key strengths	
Key areas for development	
Progress towards meeting action points identified in previous observations	
The learner has, on the basis of the observed session, demonstrated the characteristics of grade	**Please indicate 1, 2, 3 or 4**
Observer's signature	**Date**

Learners Reflections

Reflections on observed session

Reflection on observer feedback

Action points / plan

Learner's signature	Date

Glossary

The table gives definitions for each of the terms used and Acronyms in this document

Acronym/Term	Definition
BIS	Department for Business, Innovation and Skills
Credit	One credit equates to ten notational hours of learning
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Microteaching	An activity where trainee teachers prepare and deliver a short teaching and learning session to their peers following which they evaluate their practice
Ofqual	Office of Qualifications and Examinations Regulation
PTLLS	(Award in) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RPL	Recognition of Prior Learning

Suggested reading list

This reading list is intended to be used by teacher educators to inform the planning and delivery of their teaching training programmes. They may wish to put together a collection of 'readings' for their learners. These readings might consist of a chapter or part of a chapter from a text book, a journal article or a summary from a research report. These readings are a way of encouraging learners to not only read around a subject or topic, but to explore a range of views or theoretical perspectives which demonstrates that teaching is a contested activity with a wide range of viewpoints on how it should be done. The important point for learners is to be comfortable in using other people's views and ideas in their own written work so long as they acknowledge them. The list below is not exhaustive, but illustrates a sample of resources currently available. The list includes resources that are relevant to optional units within the qualifications. Teaching teams and learners should bear in mind their chosen optional units when selecting relevant resources.

Books:

- Appleyard N & Appleyard K (2010) Communicating with Learners in the Lifelong Learning Sector Learning Matters
- Armitage A et al (2016) Teaching In Post-14 Education and Training 5th Edition Open University Press
- Avis J Fisher R & Thompson R (Editors) (2015) Teaching in Lifelong Learning: A Guide to Theory and Practice 2nd Edition Open University Press
- Ayers H (2006) An A to Z Practical Guide to Learning Difficulties David Fulton Publishers
- Black P et al (2003) Assessment for Learning: putting it into practice Open University Press
- Brookfield S (2005) The power of critical thinking for adult learning and teaching Open University Press
- Cowley S (2006) Getting the Buggers to Behave Continuum
- Duckworth et al (2010) Successful Teaching Practice in the Lifelong Learning Sector Sage
- Eastwood L Coates J Dixon L Harvey J Ormondroyd C & Williamson S (2009) A toolkit for creative teaching in post-compulsory education Open University Press
- Gardner H (1993) Multiple Intelligences: The Theory in Practice Basic Books
- Garvey R Stokes P & Megginson D (2009) Coaching and mentoring: theory and practice Sage
- Gravells A (2014) The Award in Education and Training Learning Matters
- Gravells A & Simpson S (2012) Equality and Diversity Exeter Learning Matters
- Gravells A (2014) Passing Assessments for the Certificate in Education and Training
- Gravells A (2011) Principles and Practice of Assessment Exeter Learning Matters
- Gravells A & Simpson S (2014) The Certificate in Education and Training
- Hattie J (2011) Visible learning for teachers: maximising impact on learning Routledge
- Hill C (2008) Teaching with e-learning in the Lifelong Learning Sector 2nd Edition Learning Matters
- Hillier Y (2009) Reflective teaching in further and adult education 2nd Edition Continuum
- Kolb D A (1984) Experiential Learning: Experience as the Source of Learning and Development Pearson Prentice Hall
- Law H Ireland S & Hussain Z (2017) The Psychology of Coaching, Mentoring and Learning Wiley
- Maslow A (1987) (Rev Edn) Motivation and Personality Longman
- McNiff J & Whitehead J (2011) All You Need To Know About Action Research 2nd Edition Sage
- Moon J (2004) A handbook of reflective and experiential learning: theory and practice Routledge Falmer
- NIACE (2009) Readability: How to produce clear written materials for a range of readers Leicester NIACE. Available as a free download at: http://shop.niace.org.uk/readability.html
- O'Leary M (2017) Reclaiming Lesson Observation Supporting Excellence in Teacher Training Routledge
- Petty G (2009) Evidence Based Teaching A Practical Approach 2nd Edition Nelson Thornes
- Petty G (2014) Teaching Today A Practical Guide 5th Edition Oxford University Press
- Powell S & Tummons J (2011) Inclusive Practice in the Lifelong Learning Sector Exeter Learning Matters
- Race P (2014) Making Learning Happen: A Guide for Post Compulsory Education Sage

- Schön D (1987), Educating the Reflective Practitioner San Francisco CA Jossey-Bass
- Tummons J (2011) Assessing Learning in the Lifelong Learning Sector 3rd Edition Learning Matters
- Wallace S (2011) Teaching Tutoring and Training in the Lifelong Learning Matters
- Wallace S (2007) Managing Behaviour in the Lifelong Learning Sector
- Wallace S & Gravells J (2007) Mentoring 2nd Edition Learning Matters
- Wenger E (1998) Communities of Practice: Learning, meaning and identity Cambridge University Press
- Wood J & Dickinson J (2011) Quality Assurance and Evaluation in the Lifelong Learning Sector Sage
- Wiliam D (2011) Embedded Formative Assessment Solution Tree Press

Research reports

- Barton D (2003) Models of Adult Learning London NRDC
- Casey et al (2007) You wouldn't expect a maths teacher to teach plastering London
- NRDC (2010) Teacher Education for Inclusion: An International Literature Review: Brussels European Agency for Development in Special Needs Education
- Ofsted (2016) How well are further education and skills providers implementing the 'Prevent' duty?

Government reports

- DfES/Standards Unit (2004) Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector Annesley: DfES Publications
- DfES (2006) Further Education: Raising Skills, Improving Life Chances Norwich: The Stationary Office
- Department of Education and Employment (1999) The Moser Report: A Fresh Start – Improving Literacy and Numeracy, London: DfEE
- Ofsted (2014) Teaching, learning and assessment in further education and skills – what works and why

Publications

- http://www.et-foundation.co.uk/wp-content/uploads/2014/05/4991-Prof-standards-A4_4-2.pdf
- https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-further-education-and-skills
- https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf
- https://www.feadvice.org.uk/sites/default/files/Minimum%20Core%20Guidance%20November%202016.pdf
-

Journals

- Action in Teacher Education
- British Journal of Education Studies
- International Journal of Lifelong Learning
- Journal of Education Policy,
- Journal of Education and Work
- Journal of Education for Teaching
- Journal of Vocational Education and Training
- Research in Post Compulsory Education
- Teaching Education
- Teaching in Lifelong Learning

Journal articles

Atkins, L (2011) A Guide to Instrumentalism: Initial Teacher Education in the Lifelong Learning Sector. In: 55th International Council on Education for Teaching World Assembly 2011, 11th 14th July 2011, Glasgow, Scotland. (Unpublished) Available at: http://eprints.hud.ac.uk/11763/

Bathmaker, A.M and Avis, J (2005) Becoming a lecturer in further education in England: the construction of professional identity and the role of communities of practice in: Journal of Education for Teaching, Volume 31, Number 1 pages 47 – 62

Hobley, J (2011) The Shoebox activity: a powerful tool for learning. Teaching in lifelong learning: a journal to inform and improve practice, 3 (2). pp. 39-48. Available at: http://eprints.hud.ac.uk/12031/1/Hobleyvol3no2doi.pdf

Jephcote, M & Salisbury, J (2009) Further education teachers' accounts of their professional identities, Teaching and Teacher Education, 25 pages 966 – 972

Lucas, N (2007) Rethinking Initial Teacher Education for Further Education Teachers: From a standards-led to a knowledge-based approach in: Teaching Education, Volume 18, Number 2 pages 93 - 106

Orr, K & Simmons, R (2010) Dual identities: the in-service teacher trainee experience in the English further education sector, Journal of Vocational Education & Training, 62 (1), pages 75 - 88

Magazine and Guides

- The Society for Education and Trainings quarterly professional journal 'inTuition' downloadable from https://set.et-foundation.co.uk/publications/intuition/
- The UKFE Chat Guides 'Staying motivated" "What I learned from my worst lesson' downloadable from http://www.ukfechat.com/

Websites

- https://www.feadvice.org.uk
- http://www.et-foundation.co.uk
- https://set.et-foundation.co.uk
- http://geoffpetty.com
- https://www.tes.com/news/further-education
- http://www.excellencegateway.org.uk/
- http://www.ukfechat.com

Social Media:

@FEWeek
@CarlessDavid
@RacePhil
@Dylanwiliam
@GeoffreyPetty
@tesfenews
@educationgovuk

Cover Sheet for Centre Devised Assessment Tasks

Cover Sheet for the Submission of Assignment Tasks for Qualifications within Education and Training for approval by Ascentis

Qualification Title	

Qualification Subject Code	**Qualification Level**

Title of the Assessment tasks

Centre Name

Name of Coordinator

Signature of Coordinator	**Date**

Please enclose the assignments for approval together with this cover sheet and return to qualityassurance@ascentis.co.uk. Within each assignment mapping of the tasks to the assessment criteria must be included and the assessment tasks should cover all the assessment criteria of the unit at a particular level.

Please list in the box below any additional information that you may wish to give in support of this submission. (You may attach a separate sheet)

Additional Information in Support of the Submission

For Ascentis use only
Approved   **YES** ☐   **NO** ☐   **Referred** ☐
Ascentis Quality Manager Signature
Date

Authenticity Cover Sheet

Name of learner:

Qualification title:

1. I confirm that all the work submitted in this assignment is my own

2. I confirm that I used the Harvard referencing system to acknowledge all quotes and all references to research and wider reading

Learner's signature: Date:

Assessor's name and signature   Date:

Internal Verifier's name and signature   Date: