

# Ascentis Level 4 Certificate in Education and Training Overview Specification



<b>Ofqual Number:</b>	<b>601/0307/3</b>
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# Qualification Overview

The Ascentis Level 4 Certificate 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 Certificate 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 learning strategies, communication issues and exploring a range of assessment practices. Additionally, optional units are available, allowing the learner to explore areas directly relevant to their own teaching role. Teaching practice is a requirement of the qualification.

There are several features of this qualification that make it very appropriate for its target learners:

- A choice of assessment strategy for the mandatory units:  
**either**
- Ascentis-devised **unitised assessment tasks** designed to cover all the assessment criteria within the mandatory units, allowing completion of individual units at different times  
**or**
- The **Personal and Professional Practice File (3PF)**, which is a distinctive and **holistic** approach to the assessment requirements of the qualification
- Centre-devised assessment tasks are permissible provided they are approved by Ascentis before commencement of delivery
- The qualification can be achieved by pre-service or in-service learners, part-time or full-time

This qualification replaces the Level 3 Certificate in Teaching in the Lifelong Learning Sector and the Level 4 Certificate in the Lifelong Learning Sector qualifications (CTLLS) introduced in 2007 and updated in 2011.

## Aims

The aims of the qualification 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 record-keeping

The purpose of this qualification is to '**confirm occupational competence**'

## Target Group

These qualifications are 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

## Regulation Codes

Ofqual Regulation Number:

- Ascentis Level 4 Certificate in Education and Training: 601/0307/3

## Assessment Method

To achieve the Level 4 Certificate in Education and Training evidence of achievement of all the assessment criteria must be demonstrated, together with at least 30 hours of teaching practice, of which there must be at least 3 observations totalling a minimum of 3 hours. Any single observation must be a minimum of 30 minutes.

### Mandatory Units

There is a choice of assessment strategy for the **mandatory units** of this qualification.

#### Either:

Ascentis-devised **unitised** assessment tasks

#### Or:

The Personal and Professional Practice File (3PF) – a **holistic** approach to assessment

It is recommended that centre staff should choose **one** of these strategies for a cohort of learners.

### Ascentis-devised unitised assessment tasks

This provides a unitised approach to the assessment of the qualification. This means that if learners are not able to complete all of the required units for the qualification, they can be certificated for the units they have achieved. Each assessment is designed to ensure that learners meet all of the specified assessment criteria for the relevant unit. The aim is to try and use, where possible, evidence for assessment from learners' own practice. It is envisaged that learners will also need to produce additional evidence in order to meet all of the relevant assessment criteria for each unit. Further guidance on this strategy is within the Assessments for Mandatory Units booklet.

### **Personal and Professional Practice File (3PF)**

This is a dynamic document that encourages a holistic approach to the Certificate programme and develops incrementally as the learner progresses through the qualification. Assessment tasks are provided within the 3PF to ensure coverage of all the mandatory units of the qualification.

Both strategies are designed to meet the needs of learners working or intending to work within a wide range of learning environments within the Further Education and Skills Sector.

Centre-devised assessment tasks can be used 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 and prior to issuing them to learners.

### **Optional Units**

Centre-devised assessment tasks are required for the optional units of the qualification. Please note that some optional units require observation of practice as part of the assessment strategy. Details of the optional units can be found in the booklet 'Optional Units of Assessment'.

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.

**Please see the Specification in the Login area of the Ascentis website for detailed information on assessment for this qualification.**

# Rules of Combination

Ascentis Level 4 Certificate in Education and Training				
Maximum credits: 36 Minimum credits at Level 4 or above: 21				
Group A – Mandatory Units				
Credit (from Group A) Mandatory units: 21				
Title	Level	Credit Value	GLH	Unit ref
Understanding roles, responsibilities and relationships in education and training	Level 3	3	12	H/505/0053
Planning to meet the needs of learners in education and training	Level 4	3	15	A/505/1189
Delivering education and training	Level 4	6	24	M/505/0122
Assessing learners in education and training	Level 4	6	24	F/505/0125
Using resources for education and training	Level 4	3	15	L/505/0127
Group B – Optional Units				
Maximum credit (from Group B) Optional units: 15				
Title	Level	Credit Value	GLH	Unit ref
Action research	Level 5	15	50	T/503/5380
Action learning to support development of subject specific pedagogy	Level 5	15	50	M/503/5376
Assess occupational competence in the work environment (Learning and development unit)	Level 3	6	30	H/601/5314
Assess vocational skills, knowledge and understanding (Learning and development unit)	Level 3	6	30	F/601/5319
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	Level 3	6	30	F/505/0187
The principles of end-point assessment practice*	3	3	14	K/618/3178
Undertake end-point assessment*	3	3	10	M/618/3179
Delivering employability skills	Level 4	6	20	M/505/1089
Develop and prepare resources for learning and development (Learning and development unit)	Level 4	6	25	A/502/9547
Developing learning and development programmes (Learning and development unit)	Level 4	6	30	M/502/9545
Developing, using and organising resources within a specialist area	Level 5	15	50	H/505/1090
Effective partnership working in the learning and teaching context	Level 4	15	50	Y/503/5310

Engage learners in the learning and development process (Learning and development unit)	Level 3	6	30	F/502/9551
Engage with employers to develop and support learning provision (Learning and development unit)	Level 3	6	25	Y/502/9555
Engage with employers to facilitate workforce development (Learning and development unit)	Level 4	6	30	D/502/9556
Equality and diversity	Level 4	6	25	Y/503/5789
Evaluating learning programmes	Level 4	3	15	K/505/1091
Identify individual learning and development needs (Learning and development unit)	Level 3	3	24	K/502/9544
Identify the learning needs of organisations (Learning and development unit)	Level 4	6	30	H/502/9543
Inclusive practice	Level 4	15	50	L/503/5384
Internally assure the quality of assessment (Learning and development unit)	Level 4	6	45	A/601/5321
Manage learning and development in groups (Learning and development unit)	Level 4	6	30	A/502/9550
Preparing for the coaching role	Level 4	3	15	J/505/0188
Preparing for the mentoring role	Level 4	3	15	L/505/0189
Preparing for the personal tutoring role	Level 4	3	15	T/505/1093
Principles and practice of lip reading teaching	Level 4	12	48	L/504/0231
Specialist delivery techniques and activities	Level 4	9	30	R/504/0229
Teaching in a specialist area	Level 4	15	50	J/505/1096
Understanding the principles and practices of externally assuring the quality of assessment (Learning and development unit)	Level 4	6	45	F/601/5322
Understanding the principles and practices of internally assuring the quality of assessment (Learning and development unit)	Level 4	6	45	T/601/5320
Understanding and managing behaviours in a learning environment	Level 4	6	20	Y/505/1099
Understanding and managing behaviours in a learning environment	Level 5	6	20	L/505/1102
Working with the 14-19 age range in education and training	Level 4	9	30	D/505/1105
Analysing English language for literacy and language teaching (Award in English for Literacy and Language Teaching unit)	Level 3	3	15	J/503/4850

Reading skills for literacy and language teaching (Award in English for Literacy and Language Teaching unit)	Level 3	3	15	R/503/4852
Speaking and listening skills for literacy and language teaching (Award in English for Literacy and Language Teaching unit)	Level 3	3	15	D/503/4854
Writing skills for literacy and language teaching (Award in English for Literacy and Language Teaching unit)	Level 3	3	15	K/503/4856
Using mathematics: academic subjects (Award in Mathematics for Numeracy Teaching unit)	Level 3	6	30	T/503/4861
Using mathematics: personal and public life (Award in Mathematics for Numeracy Teaching unit)	Level 3	6	30	A/503/4859
Using mathematics: professional and vocational contexts (Award in Mathematics for Numeracy Teaching unit)	Level 3	6	30	F/503/4863
<b>Credits from equivalent units:</b> Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
<b>Credits from exemptions:</b> Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
<b>Barred combinations:</b> Learners may not include the same unit at more than one level in any qualification.				
<b>Unit title</b>	<b>Reference</b>		<b>Unit title</b>	<b>Reference</b>
Understanding and managing behaviours in a learning environment	Y/505/1099	<b>May not be taken with</b>	Understanding and managing behaviours in a learning environment	L/505/1102

\*Units *The Principles of end-point assessment practice* and *Undertake end-point assessment* kindly reproduced with the permission of 1st4sport Qualifications from the *1st4sport Level 3 Award in End-Point Assessment Practice*.

## Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is a minimum of 140. The maximum guided learning hours will be determined by the optional units selected.

## Total Qualification Time (TQT)

The total qualification time for this qualification is 360.

## Age Range of Qualification

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

# Contact & Further Information

New Centres please email [hello@ascentis.co.uk](mailto:hello@ascentis.co.uk) or call 01524 845046

Existing Centres please visit the Login area of our website [www.ascentis.co.uk](http://www.ascentis.co.uk) to view the full specification.

Product Development for enquiries please email [development@ascentis.co.uk](mailto:development@ascentis.co.uk)