



Ascentis Level 4 Certificate in

Education and Training

Specification

The following booklets accompany this specification:

- Optional Units of Assessment
- 'Personal and Professional Practice File' (3PF)
- Assessments and Feedback Documents for Mandatory Units
- Assessments and Feedback Documents for Optional Units
- Example Documents Resource Booklet

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SUMMARY OF CHANGES

Version and Date	Change Detail	Section
Version 2 August 2025	The Use of AI in Assessments	Page 16
	Centre devised assessments to go to Product Development.	Page 49
	AI information on Authenticity pro forma	Page 50

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, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

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 progression 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

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ASCENTIS LEVEL 4 CERTIFICATE IN EDUCATION AND TRAINING

Introduction

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

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 4 Certificate in Education and Training: 601/0307/3

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	3	3	12	H/505/0053
Planning to meet the needs of learners in education and training	4	3	15	A/505/1189
Delivering education and training	4	6	24	M/505/0122
Assessing learners in education and training	4	6	24	F/505/0125
Using resources for education and training	4	3	15	L/505/0127
Group B - Optional Units				
Minimum credit (from Group B) Optional units: 15				
Action research	5	15	50	T/503/5380
Action learning to support development of subject-specific pedagogy	5	15	50	M/503/5376
Assess occupational competence in the work environment (Learning and development unit)	3	6	30	H/601/5314
Assess vocational skills, knowledge and understanding (Learning and development unit)	3	6	30	F/601/5319
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	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	4	6	20	M/505/1089
Develop and prepare resources for learning and development (Learning and development unit)	4	6	25	A/502/9547
Developing 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 learning and teaching context	4	15	50	Y/503/5310
Engage learners in the learning and development process (Learning and development unit)	3	6	30	F/502/9551
Engage with employers to develop and support learning provision (Learning and development unit)	3	6	25	Y/502/9555
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 individual learning and development needs (Learning and development unit)	3	3	24	K/502/9544
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 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
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
Working with the 14–19 age range in education and training	4	9	30	D/505/1105
Analysing English language for literacy and language teaching (Award in English for Literacy and Language Teaching unit)	3	3	15	J/503/4850
Reading skills for literacy and language teaching (Award in English for Literacy and Language Teaching unit)	3	3	15	R/503/4852
Speaking and listening skills for literacy and language teaching (Award in English for Literacy and Language Teaching unit)	3	3	15	D/503/4854
Writing skills for literacy and language teaching (Award in English for Literacy and Language Teaching unit)	3	3	15	K/503/4856
Using mathematics: academic subjects (Award in Mathematics for Numeracy Teaching unit)	3	6	30	T/503/4861
Using mathematics: personal and public life (Award in Mathematics for Numeracy Teaching unit)	3	6	30	A/503/4859
Using mathematics: professional and vocational contexts (Award in Mathematics for Numeracy Teaching unit)	3	6	30	F/503/4863
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

*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*.

The Ofqual-recognised awarding organisation 1st4sport Qualifications is a brand of Coachwise Ltd, the trading arm of The National Coaching Foundation (known as UK Coaching), the UK-registered charity leading the development of coaches and the coaching system in the UK.

Unit certification is available for any unit.

Note:

If a learner completes one of the following optional units, it **does not** give them a Level 3 qualification in English but the unit can count towards the Level 3 Award in English for Literacy and Language Teaching. If a learner completes all the following units, please contact the Ascentis office regarding the awarding of a Level 3 Award in English for Literacy and Language Teaching:

- Analysing English language for literacy and language teaching
- Reading skills for literacy and language teaching
- Speaking and listening skills for literacy and language teaching
- Writing skills for literacy and language teaching

If a learner completes one of the following optional units, it **does not** give them a Level 3 qualification in Mathematics but the unit can count towards the Level 3 Award in Mathematics for Numeracy Teaching. If a learner completes two of the following units, please contact the Ascentis office regarding the awarding of a Level 3 Award in Mathematics for Numeracy Teaching:

- Using mathematics: academic subjects
- Using mathematics: personal and public life
- Using mathematics: professional and vocational contexts

Time Limit for the Process of Credit Accumulation or Exemptions

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

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.

Links to Other Qualifications in the Education and Training Suite

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 before undertaking a Level 4 Certificate in Education and Training.

The Level 3 unit Understanding roles, responsibilities and relationships in education and training is also a mandatory unit in the Level 3 Award in Education and Training. For those learners who have achieved this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

Recognition of Prior Learning (RPL) will apply between the mandatory credit from the Certificate and the unit Teaching, Learning and Assessment in Education and Training for the Level 5 Diploma in Education and Training. Learners should not be expected to present further evidence other than that required to demonstrate that their learning is at Level 4.

Minimum Core of English, Maths, Digital, Sustainability, and Equality, Diversity and Inclusion (EDI)

The Minimum Core details the subject elements of English, mathematics, digital skills, sustainability and EDI that every further education teacher should know, understand and be able to use. Teachers without these skills and knowledge will find it difficult to support the development needs of their learners in these key areas. The Minimum Core document is divided into two parts.

Part One is the Minimum Core specification – the expected minimum level of English, mathematics, digital skills, sustainability and EDI of all further education teachers.

Within each subject area, elements have been divided into the following categories:

- Planning your teaching
- Approaches to teaching
- Supporting learning to develop employability skills
- Subject-specific and industry-specific teaching
- Assessment
- Accessibility and inclusion
- Self-development

Each element is linked to an objective that defines how a teacher might evidence their knowledge, understanding and skills.

Part Two is guidance offering practice suggestions for supporting the skills needs of teachers and learners in further education. It provides links to further reading, resources and CPD activities.

'The Minimum Core for teacher training qualifications for the Further Education and Skills sector' document can be found in the FE Advice area of the ETF website: [The Minimum Core | FE Advice](#)

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:

- Planning to meet the needs of learners in education and training (Level 4)
- Delivering education and training (Level 4)
- Assessing learners in education and training (Level 4)
- Using resources in education and training (Level 4)

Recommended Prior Knowledge, Attainment and/or Experience

As part of the selection process for entry onto this qualification programme, all potential learners should 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, 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:

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

Age Range of Qualification

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

Opportunities for Progression

Learners who have achieved the Level 4 Certificate in Education and Training could progress onto one of the following qualifications:

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

Relationship to National Occupational Standards

The units of assessment for this Certificate are based on the 'Professional Standards for Teachers and Trainers in the Further Education and Training Sector'. There is a link to the latest professional standards in [Appendix 7](#).

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. 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 login 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 User Resources area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

Internal Assessment

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 many of the optional units of the qualification. These will also need to be **approved** by Ascentis prior to delivery and prior to issuing them to learners. For a small selection of the most popular optional units, Ascentis devised assessments are available – please refer to the 'Assessment and Feedback Documents for Optional Units' booklet for details of these. 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.

Note:

The 3PF booklet, the Assessments and Feedback Documents for Mandatory Units booklet and the Assessments and Feedback Documents for Optional Units booklet will be made available via the Ascentis electronic registration portal once learners have been registered against the qualification.

Completion of the Unitised Assessment or the 3PF

Learners need to complete **either** the unitised assessment tasks **or** the 3PF which cover all the mandatory units, and the appropriate assessment tasks for each unit. In addition, learners must complete an appropriate number of optional units, according to the rules of combination, in order to achieve the full Certificate. The assessments 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 unitised tasks or 3PF cover have been met. All assessment criteria across the units being taken must be achieved in order to gain the Certificate.

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 learners are able to work towards the standard. Individual Learning Plans may need to be reviewed in order that support for the learner is identified and provided.

Level 4 Descriptors

All learners' evidence needs to demonstrate that they have met the level 4 descriptors for each unit as well as covering the appropriate assessment criteria within the unit.

The level 4 descriptors can be found in [Appendix 3](#).

Practice Requirements

In order to successfully achieve the Certificate, learners must complete **30 hours** of teaching practice, of which there must be a minimum of **3 observations** totalling a minimum of **3 hours**. Any single observation session must be of a minimum of **30 minutes**. There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken which specify that purpose. 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 three observations must be linked to the following mandatory units:

- Delivering education and training
- Assessing learners in education and training
- Using resources for education and training

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

To allow time for learner reflection and development, observed teaching practice should take place at regular intervals throughout the course. 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 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 learner.

It is important that all records of assessed observations of practice are retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor the learners' progress towards meeting developmental points and achieving a good standard of

practice 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 one hour** of observed and assessed practice in observations linked to the mandatory units should demonstrate good practice.

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. Centre staff 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. Centre staff 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 below.

Initial teacher training providers should ensure that learners 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
- Experience of non-teaching roles
- Gaining subject specialist knowledge through workplace mentoring

Additionally, teacher training providers should ensure that for each trainee teacher, a minimum of 50% of their practice hours, i.e., 15 hours, and a minimum of 50% of their assessed observations of practice, i.e. 1.5 hours of observations, relate to teaching learners who are post-16. The remaining practice hours and assessed observations could be with learners aged 14-16.

If the learner does not complete the required 30 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 Certificate will be withheld until the teaching practice hours are completed.

Centre staff 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 (see [Appendix 2](#)):

- Understanding roles, responsibilities and relationships in education and training (Level 3)
- Planning to meet the needs of learners in education and training (Level 4)

Note: Although there is no requirement for practice for the 'planning' unit, learners do need to be able to carry out some initial assessment with their own learners in order to meet the criteria. It may also be possible to use evidence from assessed observations towards meeting some of the assessment criteria for this unit. This is indicated in the assessment strategies where relevant.

There are additional observed and assessed practice requirements for some of the optional units taken from the education and training suite. These requirements are in addition to the 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.

The practice requirements, including observed and assessed practice, for all units are summarised in [Appendix 2](#).

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 achieved the Level 4 Certificate in Education and Training can transfer 20 hours of practice and two hours of observed and assessed practice towards the practice requirements for the Level 5 Diploma in Education and training.

Centre-Devised Assessment Tasks

Centre-devised assessment tasks are required for many of 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.

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. They should be submitted to development@ascentis.co.uk

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

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, i.e. consistently and reliably.

Internal verification will be carried out through standardisation activities including the internal verification of portfolio evidence across all the groups of learners, 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 verification activities will include: ensuring any stimulus or materials used for the purpose of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; and standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification.

Further information is available from the login area 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. You will receive a visit from your Ascentis Quality Reviewer usually at the beginning of the academic year. This and external verification will usually focus on the following areas:

- A review of the centre's 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 and assessment and Internal Quality Assurance staff; by verifying a sample of learners' evidence; by talking to learners; and by 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 4 Certificate in Education and Training should have **all** of the following:

- A teaching qualification at **Level 5** or above
- Evidence of relevant teaching experience in an education and training context
- Access to appropriate guidance and support
- On-going participation in Continuing Professional Development (CPD) activities, including related programme quality assurance practices

There are additional requirements for those who assess and/or quality assure 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
- Show current evidence of CPD in assessment and quality assurance

They must also hold **one** of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess learner performance using a range of methods
- D32 Assess learner performance and D33 Assess learners using differing sources of evidence

Staff who internally quality assure any of these units must, in addition to the above:

Hold one of the following internal quality assurance qualifications or their recognised equivalent:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

Internal Quality Assurers need to have knowledge and experience of the internal quality assurance process. Refresher training is available from Ascentis for anyone in this role.

There are additional requirements for those who deliver and assess the following units:

- Analysing English language for literacy language teaching
- Reading skills for literacy and language teaching
- Speaking and listening skills for literacy and language teaching
- Writing skills for literacy and language teaching

They must:

- Have English language skills at Level 4 or above. For example, this could be evidenced with a Level 5 Diploma in Teaching English, a relevant degree in English or any former equivalent qualification

There are additional requirements for those who deliver and assess the following units:

- Using mathematics: academic subjects
- Using mathematics: personal and public life
- Using mathematics: professional and vocational contexts

They must:

- Have Numeracy skills at Level 4 or above. For example, this could be evidenced with a Level 5 Diploma in Teaching Mathematics: Numeracy, a relevant degree in Mathematics or any equivalent qualification

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

UNIT SPECIFICATIONS

Assessing learners in education and training

F/505/0125

Credit Value of Unit: 6

GLH of Unit: 24

Level of Unit: 4

Introduction

The purpose of this unit is to enable the learner to use types and methods of assessment to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in the further education and skills sector.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Types of assessment: e.g. initial, diagnostic, formative, summative.

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. Appropriate methods relating to vocational and subject areas and qualifications.

Role of peer- and self-assessment: e.g. uses, benefits and limitations, contribution to effective teaching and learning.

Purposes of different types of assessment: e.g. identifying existing level, identifying prior knowledge and skills (including reference to English, mathematics and digital), identifying individual learning goals and needs, measuring/recognising progress and achievement, comparing learners, motivating learners, informing evaluation of teaching and learning, planning teaching and learning.

Strengths and limitations of types and methods of assessment in relation to individual and group learning needs and other requirements such as those of employers and awarding organisations.

Role of questioning and feedback in assessment: e.g. effective questioning techniques, constructive feedback (identifying strengths and areas for development, focusing on specifics, timing of feedback, opportunities for learners to ask questions), peer assessment using questioning. Appropriate use in face to face and online/remote/blended sessions.

Key concepts in assessment: e.g. validity, reliability, sufficiency, authenticity, currency, fairness, objectivity, discrimination, safety.

Effect of learning environments upon the assessment and feedback process: e.g. health and safety, layout of room (confidentiality), physical comfort (heating, lighting, noise levels), psychological comfort (valuing and respecting individuals).

Assessment requirements and procedures for learning programmes: e.g. assessment objectives, assessment strategy, assignments/tasks, examination and invigilation procedures, internal verification, external verification, liaison with awarding organisations, subject-specific guidelines and requirements.

Some analysis of the above assessment types, methods, concepts, requirements, procedures, etc.

Equality and diversity issues for the assessment of learning: e.g. Equality Act 2010, Special Educational Needs and Disability Act 2001, Children and Families Act 2014 (SEND responsibilities), culture-fair assessment, reasonable adjustments, learner and learning support services, entitlement and procedures.

Recording systems and procedures: e.g. documentation, involving learners, flow of information, software packages, RARPA. Recording to take place at regular intervals to support summative assessment.

Communicating information to other relevant parties: e.g. personal tutor, learning support team, functional skills team, awarding organisation, funding bodies, employers, confidentiality and data protection (GDPR).

The teacher's contractual obligations relating to assessment: e.g. conducting assessments in line with internal and external processes and requirements, maintaining appropriate records of the outcomes of assessment, confidentiality.

Minimum core: how minimum core elements of English, mathematics, digital, sustainability, and Equality, Diversity and Inclusion (EDI) can be demonstrated, integrated and applied when assessing learners.

Some evaluation of the above issues, systems, procedures, obligations, elements, etc.

Evaluation of practice: personal reflection on own assessment practice, identifying strengths and areas for improvement in own assessment practice, methods of evaluation, obtaining and using feedback from others to improve own practice, the importance of learner feedback, peer feedback, external feedback, manager feedback. Establish ways to improve own assessment practice, including involving further study plans, discussion with colleagues, etc.

UNIT SPECIFICATIONS

Delivering education and training
M/505/0122

Credit Value of Unit: 6

GLH of Unit: 24

Level of Unit: 4

Introduction

The purpose of this unit is to enable the learner to use inclusive learning and teaching approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with an understanding of how technology can enhance learning and teaching and covers expectations in relation to the minimum core in delivering inclusive learning and teaching.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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). Work based learning.

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) and other active learning approaches – all planned to meet the demands of the curriculum. The need to be adaptable or flexible, including blended learning, online (synchronous and asynchronous) and face to face delivery. How to ensure all learners are actively engaged. Planning and delivery to meet internal and external requirements, e.g. Ofsted guidelines, industry relevant.

Differentiation, i.e. 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 handouts, 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.

Opportunities for learners to practice their literacy, language, numeracy and ICT/digital skills, e.g. ways in which literacy, language, numeracy and ICT/digital can be embedded in learning programmes. Literacy, language, numeracy and ICT/digital demands of learning programmes. Advising learners on obtaining appropriate resources: e.g. learning resource centre, internet, language/literacy/numeracy workshops.

Relevant legislation: e.g. Equality Act 2010, Special Educational Needs and Disability Act 2001, Health and Safety at Work Act 1974, Children and Families Act 2014 (SEND responsibilities). Equality and diversity issues including the promotion in line with Prevent and safeguarding.

Communication: e.g. how to put learners at ease; types of communication: written, verbal, non-verbal (body language, facial expressions, gesture); active listening techniques; potential impact of cultural differences; how to avoid bias. Groups, one-to-one, effective communication: e.g. clear and concise information, clear expression of ideas, listening and responding to learners, questioning techniques, managing discussion, types and role of communication media, including technology. Awareness of how to communicate in online platforms (e.g., to remain on mute, raise hand, etc.)

Communicating with other professionals: ways to liaise effectively with other learning professionals, working with others to devise progression routes, referring learners to others for support using internal and external guidelines.

Effective feedback: e.g. identifying strengths and areas for development, focusing on specifics, timing of feedback, mode of feedback – oral, written, 1:1, whole group.

Explore the use of technology: e.g. types (interactive whiteboard/smartboard, PowerPoint, internet, e-mail, moodle/blackboard, CD, mobile phone, digital camera, video camera, TV, radio, subject specialist software such as monitoring equipment, assistive/inclusive learning technologies, video conferencing platforms). Identify the benefits and limitations of using technology. Analyse the effectiveness of technology in enhancing learning and teaching.

Minimum core: how minimum core of English, mathematics, digital, sustainability, and Equality, Diversity and Inclusion (EDI) elements can be demonstrated, integrated and applied when delivering learning. Using minimum core elements in an interactive way to engage learners.

Evaluation of practice: personal reflection on own practice in delivering inclusive learning and teaching, identifying strengths and areas for improvement in using learning and teaching approaches and in communication. Include reflection on the use of technology to support and enhance teaching and learning. Methods of evaluation, obtaining and using feedback from others to improve own practice, the importance of learner feedback, peer feedback, external feedback (including industry related), manager feedback. Review of the actions possible after self-evaluation.

UNIT SPECIFICATIONS

Planning to meet the needs of learners in education and training

A/505/1189

Credit Value of Unit: 3

GLH of Unit: 15

Level of Unit: 4

Introduction

The purpose of this unit is to enable the learner to agree individual learning goals with their learners, to plan inclusive learning and teaching approaches in accordance with internal processes and external requirements, and to evaluate their own practice in planning learning and teaching. It covers expectations in relation to the minimum core in planning inclusive learning and teaching.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Initial and diagnostic assessment: e.g. role of initial and diagnostic assessment in agreeing individual learning goals, assessment tools and methodologies, questioning techniques, ways of negotiating learning goals, ways of collecting and recording information on learning goals and individual needs, internal requirements for recording information, strengths and limitations of types and methods of assessment in relation to individual and group learning needs, use of individual learning plans. Analyse the contribution of each aspect.

Inclusive learning: key features of inclusive learning; liaising with parties offering curriculum support, e.g. learning and resource centre, learning support, learner support, language/literacy/numeracy/Functional Skills staff; differentiation; planning to meet inclusivity and celebrate diversity.

Equality and diversity issues and relevant legislation: e.g. Equality Act 2010, Special Educational Needs and Disability Act 2001, Children and Families Act 2014, SEND Code of Practice 2014.

Curriculum requirements: e.g. academic, vocational, technical, practical, language/literacy/numeracy/Functional Skills, awarding/professional body regulations, qualification specifications, health and safety. The need to design adaptable or flexible learning, including online (synchronous and asynchronous) and face to face delivery.

Planning to meet internal processes and external requirements such as internal quality procedures and external guidance. Internal requirements: Delivery model (face to face and online). Embedding of English, maths and digital skills, reference to current educational initiatives such as Prevent and safeguarding. External requirements: Vocational standards for T Level and Apprenticeship programmes. Proportion of content that can be taught online/ face to face.

Ensure that learners who are selected for the course meet the minimum entrance criteria.

Models of setting learning objectives/outcomes.

Schemes of work: content, e.g. topics, aims, objectives and outcomes; teaching and assessment methods; resources.

Session plans: content, e.g. 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.

Ways of adapting session plans to meet individual learning needs: e.g. differentiation by outcome, level/ability and by method for different learning preferences/styles (visual/auditory/kinaesthetic, pragmatist/activist/theorist/reflector), learning difficulties and/or disabilities.

Reflection on the ways in which the needs of all learners are met.

Teaching methods: e.g. pair work, small-group work, whole-group discussion, question and answer, role play, simulations, presentations, demonstrations, snowball, jigsaw (Geoff Petty) and other active learning strategies, instruction, coaching. Ensure approaches are industry relevant, where appropriate.

Learner feedback: opportunities for learners to provide feedback, how to create opportunities for learners to provide feedback to peers and teacher, use of appropriate language for feedback, non-verbal forms of feedback.

Minimum core: how minimum core elements of English, mathematics, digital, sustainability, and Equality, Diversity and Inclusion (EDI) can be demonstrated, integrated and applied when planning inclusive learning and teaching. Using elements of the minimum core in planning learning.

Evaluation of practice: personal reflection on own practice in planning to meet the needs of learners, identifying strengths and areas for improvement, methods of evaluation, obtaining and using feedback from others to improve own practice (including workplace/industry feedback), the importance of learner feedback, peer feedback, external feedback, manager feedback, plan to improve own practice.

UNIT SPECIFICATIONS

Understanding roles, responsibilities and relationships in education and training

H/505/0053

Credit Value of Unit: 3

GLH of Unit: 12

Level of Unit: 3

Introduction

The purpose of this unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training. It includes responsibility for maintaining a safe and supportive learning environment for learners.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Teaching roles in education and training: What it means to be a teacher working in different contexts such as with learners who are 14–16 years, 16–19 years, post-19. Working in different environments, for example, in a college, in the workplace, at a training provider. The roles a teacher may take on: trainer, personal tutor, mentor, instructor, role model, administrator, assessor, pastoral support, etc. Responsibilities of a teacher linked to the teaching cycle: identifying learner needs, planning, facilitating, assessing and evaluating learning. Other responsibilities, for example: adhering to policies and procedures; ensuring equality and promoting diversity; completion of records and legal documents such as registers; keeping up with new developments; embracing and promoting the use of technology; promoting functional skills such as English, maths and ICT.

Relevant legislation and how this impacts on the role of the teacher and the learner experience: Current legislation such as equality and diversity; health and safety; data protection (GDPR); safeguarding; Prevent duty guidance; inclusion. Regulatory requirements and codes of practice – national and local, relating to own area of work. Awarding organisation requirements, vocational standards and professional standards. Promoting equality and valuing diversity. What does equality mean? Ways to promote diversity in teaching and learning. Promotion of British values – democracy, rule of law, individual liberty, mutual respect and tolerance of others with different faiths and beliefs. Awareness of implications of modern slavery. Why it is important to identify the individual needs of learners – for example, to establish a starting point; to provide suitable support for individuals; to identify any potential barriers to learning; to make an action plan for learners. Awareness of special educational needs and disabilities (SEND).

Maintaining a safe and supportive learning environment: Health and safety factors – venue, activities, personal safety. Other factors, including: safeguarding learners; encouraging respect between learners; ground rules; promoting team work; promoting professional behaviour; supporting individuals; valuing differences; modelling behaviour; supporting learners to develop skills such as English, maths, ICT (communication, social media, presentation software, etc.) and employability.

Working with other professionals such as: other teachers/trainers/tutors, assessors, quality reviewers, exams staff, additional learning support staff, advice and guidance professionals, learner services, workplace managers and supervisors, people from external bodies. Methods of communication with others. Sharing of information. Liaising with quality assurance staff. Making referrals for internal and external support for learners. Specialist support available.

Personal and professional boundaries: Job description and code of conduct. Professional standards for teachers. Appropriate methods of communication. Protocol when using electronic communication. Being impartial, fair and ethical. Setting personal boundaries by recognising own skills, duties and limitations. Recognising when to refer to another professional.

UNIT SPECIFICATIONS

Using resources for education and training

L/505/0127

Credit Value of Unit: 3

GLH of Unit: 15

Level of Unit: 4

Introduction

The purpose of this unit is to enable the learner to use resources in the delivery of inclusive teaching and learning and to be able to evaluate that use. It covers expectations in relation to the minimum core in relation to using resources for inclusive learning and teaching.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Ways to use resources to promote equality and value diversity: e.g. images of people (age, disability, sex, race, religion and beliefs, families with same sex and different sex parents); images of and/or real objects, artefacts, food and drink from different cultures; films, TV and radio programmes, music and printed materials from and about different cultures and their customs and practices. Use of assistive and inclusive learning technologies, use of language.

Benefits and limitations of resources: e.g. suitability for meeting individual learning needs (prior knowledge and skills, specific needs in relation to learning difficulties and/or disabilities, literacy/language/numeracy needs), learning preferences and styles (visual/auditory/kinaesthetic, pragmatist/activist/theorist/reflector), effect, appeal, currency, ease of access, ease and flexibility of use, cost, readability, familiarity and accessibility.

Review of the above aspects of the use of resources.

Inclusive learning and teaching resources and materials: e.g. real objects, interactive whiteboard/smartboard, PowerPoint, internet, e-mail, Moodle/blackboard and other VLEs, CD, mobile phone, digital camera, video camera, TV, radio, subject-specialist software, assistive/inclusive learning technologies, video conferencing platforms, models, handouts, worksheets, textbooks, journals, magazines, leaflets, posters drawn from a wide variety of sources. How to source reliable resources.

Adaptation of resources: e.g. meeting individual learning needs (prior knowledge and skills, specific needs in relation to learning difficulties and/or disabilities, literacy/language/numeracy needs), learning preferences and styles (visual/auditory/kinaesthetic, pragmatist/activist/theorist/reflector and other models), simplifying content, adding to content, changing presentation (use of colour, graphics, animation, font type, font size, font colour, background colour, shading, highlighting, page layout), preparing for on-line use, specialist help available to support adapting resources.

Implications for resources of different delivery models: e.g. face-to face (large groups, small groups, one-to-one, workshops), blended learning, distance and on-line learning. Adaptability and flexibility to use interactive resources in online, remote and face to face teaching. How to ensure accessibility of face to face and online content/resources.

Minimum core: how minimum core elements of English, mathematics, digital, sustainability, and Equality, Diversity and Inclusion (EDI) can be integrated and applied when using resources in the delivery of inclusive learning and teaching. Using resources to incorporate elements of the minimum core in an interactive way to engage learners.

Review how the resources are integrated.

Evaluation of practice: personal reflection on own practice in using resources in the delivery of inclusive learning and teaching, identifying strengths and areas for improvement in using resources to meet the needs of all learners, obtaining and using feedback from others to improve own practice, the importance of learner feedback, peer feedback, external feedback (including industry related), manager feedback, plan to improve own practice.

APPENDIX 1

Summary Record of Achievement Ascentis Level 4 Certificate in Education and Training

Unit Title	Level	Credit Value	Date Completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understanding roles, responsibilities and relationships in education and training	3	3			
Planning to meet the needs of learners in education and training	4	3			
Delivering education and training	4	6			
Assessing learners in education and training	4	6			
Using resources for education and training	4	3			
Action research	5	15			
Action learning to support development of subject-specific pedagogy	5	15			
Assess occupational competence in the work environment	3	6			
Assess vocational skills, knowledge and understanding	3	6			
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	3	6			
The principles of end-point assessment practice	3	3			
Undertake end-point assessment	3	3			
Delivering employability skills	4	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 learning and teaching context	4	15			
Engage learners in the learning and development process	3	6			
Engage with employers to develop and support learning provision	3	6			
Engage with employers to facilitate workforce development	4	6			
Equality and diversity	4	6			
Evaluating learning programmes	4	3			
Identify individual learning and development needs	3	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 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			
Understanding and managing behaviours in a learning environment (Y/505/1099)	4	6			
Understanding and managing behaviours in a learning environment (L/505/1102)	5	15			
Working with the 14–19 age range in education and training	4	9			
Analysing English language for literacy and language teaching	3	3			
Reading skills for literacy and language teaching	3	3			
Speaking and listening skills for literacy and language teaching	3	3			
Writing skills for literacy and language teaching	3	3			
Using mathematics: academic subjects	3	6			
Using mathematics: personal and public life	3	6			
Using mathematics: professional and vocational contexts	3	6			

Learner Name _____

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
Understanding roles, responsibilities and relationships in education and training Level 3	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
Planning to meet the needs of learners in education and training Level 4	No	No	Although there is no requirement for practice for this unit, it may be possible to use evidence from assessed observations towards meeting some of the learning outcomes for this unit. NB. Learners do need to be able to carry out some initial assessment with learners in order to meet all the criteria.
Delivering 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. To be eligible for the award of credit for any one of the three units where practice is required, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.
Assessing learners 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. To be eligible for the award of credit for any one of the three units where practice is required, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.
Using resources for 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. To be eligible for the award of credit for any one of the three units where practice is required, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.

Level 4 Descriptors

Level	Knowledge and understanding The holder:	Skills The holder can:
4	Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.

These level descriptors are taken from the Ofqual Handbook (2017) and build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). They set out the generic knowledge and skills associated with the typical holder of a qualification at that level.

Further support and guidance for tutors
By the end of the programme, learners will be able to demonstrate: The relationship between theory and practice Evaluation of key concepts and principles in their area of study Application of their knowledge and understanding of key concepts and principles to personal and professional practice Evidence of reading and research Concise, precise academic writing showing evidence of planning Clear formulation 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 Analysis of and reflection on concepts and evidence to support a particular point of view Evidence of commitment to working within a professional value base

Observation Grading Characteristics

Standards of practice required of candidates in assessed observations

Observations of candidates should show progressive and cumulative progress throughout the learning programme. You would therefore expect to see an overall improvement of performance from a candidate later into their course. Observations should be developmental and track this progress. Candidates should show a good standard in observations by the end of the course and centre staff should ensure that candidates have proved competent in their practice. Centre staff should also be guided by the professional standards for teachers, tutors and trainers which can be found on the Education and Training Foundation website.

As guidance, the following are some characteristics expected in an overall good session. These characteristics are based on the descriptors of good teaching, learning and assessment in previous Ofsted frameworks (2012 and 2018).

Characteristics of good teaching, learning and assessment

- Teaching, learning and assessment are predominantly good, with some examples of exemplary teaching. Trainee teachers are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.
- Trainee teachers have high expectations of all learners. They use their well-developed subject skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks.
- Trainee teachers use effective teaching, learning and assessment strategies that, together with appropriately targeted intervention, match most learners' individual needs effectively. They set work that builds on previous learning, extends learners' knowledge and understanding and develops their skills.
- Teaching generally develops learners' resilience and confidence when tackling challenging activities and promotes the development of independent learning skills.
- Questioning is used skilfully during sessions. Trainee teachers are able to reshape tasks and rephrase explanations to tackle misconceptions and build on learners' strengths.
- Trainee teachers frequently assess learners' knowledge and understanding to ensure that they are making progress within class. This assessment is suitable for the learners and the subject and is made accessible to all learners.
- Trainee teachers give learners effective feedback that details what they need to do to improve and learners know what to do to make improvements.
- Good use of effective resources, including (ICT), that contribute well to learners' progress.
- The teaching of English, mathematics and ICT skills is generally good and embedded well into the subject.
- Equality and diversity are promoted in teaching and learning and learners' behaviour is managed well. The trainee teacher is able to challenge stereotypes and the use of derogatory language if necessary.
- Support in class provides good opportunities for learners to be motivated and make the necessary connection between learning and successful progression. Trainee teachers are able to identify and effectively support learners who start to fall behind.
- Most learners appear to enjoy the learning.

As further guidance, the following are some characteristics which could be found in an overall unsatisfactory session. These characteristics are based on the descriptors of unsatisfactory teaching, learning and assessment in previous Ofsted frameworks (2012 and 2018).

Characteristics of unsatisfactory teaching, learning and assessment

- Learners appear to be making inadequate progress within the session.
- The trainee teacher does not have sufficiently high expectations for learners. The teaching fails to excite, enthuse, engage or motivate learners, including those with learning difficulties and/or disabilities.
- The trainee teacher lacks expertise and the ability to promote learning.
- The trainee teacher shows errors in subject knowledge, expertise and/or skills.
- Teaching is poorly planned. It does not develop learners' knowledge, understanding and skills sufficiently.
- Assessment is poorly planned and does not meet the needs of the learners' and/or the subject.
- Very limited feedback given to learners in class so that learners are unclear whether or not they have been successful in a task.
- 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 ICT skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, mathematics, language or ICT needs.
- Trainee teachers show insufficient understanding of equality and diversity and consequently fail to promote it sufficiently in the session.

Observed and Assessed Teaching Report

Level 4 Certificate 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 4 Certificate 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. The pro forma also identifies assessment criteria from the Level 4 Certificate 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:

PTMTNOL:	Planning to meet the needs of learners (level 4)
DET:	Delivering education and training (level 4)
URET:	Using resources in education and training (level 4)
ALET:	Assessing learners in education and training (level 4)

Level 4 Certificate in Education and Training

Learner name:	Observer name and status: (tutor/mentor)	Observation number: (1–3)
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	PTMTNOL 2.1 & 2.2	
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	PTMTNOL 2.1 & 2.2	
Use of the outcomes of initial/diagnostic assessment to identify learners' individual learning goals	PTMTNOL 1.2 and 1.3	
Organisation and safety of learning environment	DET 1.2	

Teaching, learning and assessment	Links to assessment criteria	Observer's comments
Completion of administrative requirements of lesson	PTMTNOL 1.3; ALET 2.4	
Clarity of introduction to lesson; clarity of links to previous learning and effectiveness of checks on previous learning.	DET 1.3	
Effectiveness of use of teaching and learning approaches, activities and resources to meet individual learning needs	DET 1.3 & 3.2; URET 1.2 & 1.3	
Effectiveness of use of technologies to enhance teaching and meet individual learner needs	DET 3.2	
Clarity and appropriateness of verbal communication; appropriateness of non-verbal communication	DET 2.2, ALET 3.2; URET 2.2	
Effectiveness of questioning techniques and effectiveness of responses to learners' questions	DET 2.2; ALET 3.2; URET 2.2	

Teaching, learning and assessment	Links to assessment criteria	Observer's comments
Effectiveness of listening skills	DET 2.2; ALET 3.2; URET 2.2	
Appropriateness of pace of lesson	DET 1.3	
Teacher's expertise in and enthusiasm for the specialist area	DET 1.3	
Effectiveness of promotion of equality and diversity	DET 1.3; URET 1.2	
Effectiveness of integration of English, mathematics and ICT skills	DET 4.2	
Quality of support for individual learning needs	DET 1.3	

Teaching, learning and assessment	Links to assessment criteria	Observer's comments
Effectiveness of classroom/behaviour management	DET 1.3	
Level of engagement, motivation and interest of learners, including level of co-operation and interaction	DET 1.3	
Extent of learners' progress	DET 1.3; ALET 1.3 & 2.2	
Effectiveness of conclusion to lesson	DET 1.3	
Level and appropriateness of teachers' expectations of learners	DET 1.3; ALET 1.3 & 2.2	

Teaching, learning and assessment	Links to assessment criteria	Observer's comments
Level of learners' understanding of assessment activities and requirements	DET 1.3; ALET 1.3 & 2.2	
Effectiveness of use of assessment methods and activities to assess learning and meet the individual needs of learners	ALET 1.3 1.4 & 2.2	
Effectiveness of monitoring of and checks on learning	ALET 1.3 & 2.2	
Quality and effectiveness of verbal and written feedback to learners	ALET 1.5, 2.3 & 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 required standard of practice	
Observer's signature	Date

Learner 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 and acronyms used in this document.

Acronym/Term	Definition
AO	Awarding Organisation
BIS	Department for Business, Innovation and Skills
Credit	One credit equates to ten notational hours of learning
CPD	Continuing Professional Development
EDI	Equality, Diversity and Inclusion
EQF	European Qualifications Framework
FE	Further Education
GDPR	General Data Protection Regulation
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
ICT	Information and Communications Technology
LLUK	Lifelong Learning UK (ceased to operate in 2011)
LSIS	Learning and Skills Improvement Service (ceased to operate in 2013)
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
QAA	Quality Assurance Agency for Higher Education
RARPA	Recognising and Recording Progress and Achievement
RPL	Recognition of Prior Learning
RQF	Regulated Qualifications Framework (qualifications regulated by Ofqual, replaced the QCF in October 2015)
SEND	Special Educational Needs and Disabilities
TQT	Total Qualification Time
WBL	Work Based Learning

Resources to Support the Delivery of the Qualification

Resources devised by Ascentis

Examples of some useful example documents have been created and are available in the 'Example Documents' Resource booklet from Ascentis. These include: Individual Learning Plan; Teaching Hours Log; Lesson Plan; Scheme of Work; Mentor Record Sheet; Group Progress and Achievement Tracking Sheet for 3PF; Group Progress and Achievement Tracking Sheet for Unitised Assessment.

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 (2014) 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 (2017) Coaching and mentoring: theory and practice 3rd Edition 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
- Duncan S & Gregson M et al (2020) Reflective Teaching in Further, Adult and Vocational Education Bloomsbury
- 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: <https://learningandwork.org.uk/resources/research-and-reports/readability-how-to-produce-clear-written-materials-for-a-range-of-readers/>
- 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 (2013) Managing Behaviour in Further and Adult Education (Achieving QTLS Series) 3rd Edition Learning Matters
- 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

- [Professional Standards for Teachers and Trainers \(et-foundation.co.uk\)](https://www.et-foundation.co.uk/)
- <https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>
- [The Minimum Core | FE Advice](#)

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

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 pp. 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: <https://www.teachinginlifelonglearning.org.uk/article/id/141/>

Jephcote, M & Salisbury, J (2009) Further education teachers' accounts of their professional identities, Teaching and Teacher Education, 25 pp. 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 pp. 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), pp. 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/>

Websites

- <https://www.feadvice.org.uk>
- <http://www.et-foundation.co.uk>
- <https://set.et-foundation.co.uk>
- <http://geoffpetty.com>
- <http://www.excellencegateway.org.uk/>

Social Media

@FEWeek
@CarlessDavid
@RacePhil
@Dylanwiliam
@GeoffreyPetty
@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 development@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 Product Development Manager Signature						
Date						

Authenticity Cover Sheet

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 understand that the use of AI is limited to research only and does not form any part of the work I have submitted
3. 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: