



Pearson BTEC Level 5 Diploma in Education and Training

Specification

BTEC Professional qualification

First teaching January 2014

Issue 3

About Pearson

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

This qualification was previously known as:
Pearson BTEC Level 5 Diploma in Education and Training (QCF)

The QN remains the same.

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All information in this specification is correct at time of publication.

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Summary of Pearson BTEC Level 5 Diploma in Education and Training specification Issue 3 changes

| Summary of changes made between previous issue and this current issue | Page/section number |
|--|-----------------------------------|
| All reference to outdated theories of learning styles have been removed | 60, 73, 79, 83 x 3 places and 119 |
| Updated reference to the ITE | 15 |
| Removal of Annex A, B and C | 113 to 125 |

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

Which teaching/training qualification is most appropriate for which role?

| ROLE | QUALIFICATION |
|--|--|
| Assessor or Internal Quality Assurance | Pearson Level 3 and Level 4 Award and Certificate in Assessment and Quality Assurance (TAQA) |
| New to teaching and training post 16 | Pearson BTEC Level 3 Award in Education and Training |
| Part-time teacher post 16 | Pearson BTEC Level 4 Certificate in Education and Training |
| Full-time teacher post 16 | Pearson BTEC Level 5 Diploma in Education and Training |

The Pearson BTEC Level 5 Diploma in Education and Training allows the inclusion of optional units developed for other qualifications, including competence units from the learning and development suite of qualifications. These units are appropriate alternatives for the many related roles undertaken by teachers, tutors and trainers, particularly in work-based learning.

It is important for centres to ensure that if they wish to offer any of the competence, learning and development optional units, they gain specific centre approval to offer them. See *Section 7* for further information.

Terminology

In this suite of initial training qualifications, the following terms are used:

- **tutor** – the person delivering/facilitating the teacher education, they may also be referred to as teacher or trainer
- **learner** – the person taking the qualification
- **student** – the person being taught or assessed by the learner
- **practitioner** – anyone with a learning and development responsibility, either as the whole or as part of their role.

1 Introducing Pearson BTEC Professional qualifications

BTEC Professional qualifications are qualifications at Level 4 to Level 8 that are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

Sizes of Professional qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Professional qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Other size references, such as Extended Diploma, may be used in a suite of qualifications depending on the specific needs of different sectors.

2 Qualification summary and key information

| Qualification title | Pearson BTEC Level 5 Diploma in Education and Training |
|--|--|
| Qualification Number (QN) | 601/1228/1 |
| Date registrations can be made | 01/01/2014 |
| Age range that the qualification is approved for | 19+ |
| Credit value | 120 |
| Assessment | Centre-devised assessment (internal assessment) |
| Total Qualification Time (TQT) | 1200 |
| Guided learning hours | 360 |
| Teaching practice | 100 hours |
| Grading information | The qualification and units are at pass grade. |
| Entry requirements | For details of entry requirements and the <i>Pearson Access and Recruitment</i> policy that centres must follow please see <i>Section 10, Access and recruitment</i> . |

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website: qualifications.pearson.com

Objective of the qualification

The Pearson BTEC Level 5 Diploma in Education and Training prepares trainee teachers and trainers to teach in a wide range of contexts in further education and skills (FES). To achieve the qualification, there is a requirement for teaching practice that requires observation and assessment of performance.

The qualification can meet the needs of a range of trainee teachers and trainers, including:

- individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements of the qualification
- individuals who are currently teaching and training, including those who have just begun teaching and training and who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification
- individuals currently working as assessors who wish to achieve a teaching qualification and who can meet the practice requirements, including the observed and assessed practice, of the qualification.

Relationship with previous qualifications

This qualification is a replacement for the Pearson Level 5 Diploma in Teaching in the Lifelong Learning Sector (2011).

Progression opportunities through Pearson qualifications

This Diploma qualification is recognised as equivalent to the Certificate of Education qualifications in the Framework for Higher Education Qualifications (FHEQ).

Learners who have achieved the Pearson BTEC Level 5 Diploma in Education and Training can progress to further studies in education.

Learners who achieve the Pearson BTEC Level 5 Diploma in Education and Training and who are progressing to higher education accredited qualifications at Level 6 or above can have their Level 5 credit recognised in line with the higher education institution's arrangements for the recognition of prior learning.

Industry support and recognition

The units in this qualification were developed by the Learning and Skills Improvement Service (formerly LSIS), the Standards Setting Body (SSB) for teaching and learning.

In September 2012, amended workforce regulations were introduced that removed the requirement to join the Institute for Learning (IfL) and acquire professional status but retained, for a further twelve months, the requirement to work towards the achievement of the existing teaching qualifications. This signaled a move to a new approach that will not be dependent on government regulation but where the sector will decide for itself the best way to raise and maintain standards.

Employers should have internal policies in place to specify the qualifications that they require their teaching staff to hold and to determine what continuing professional development (CPD) is appropriate. Policies should cover the different teaching roles undertaken by staff, including those delivering literacy, numeracy, ESOL and provision to learners with disabilities. In the absence of government regulation, employers and individuals will have greater flexibility to choose the most appropriate qualifications for their staff. The roles that different members of staff play in delivery will also affect the qualifications and experience needed.

Guidance on qualifications can come from professional bodies, sector membership bodies and trade unions, including the:

- Association of Colleges (AoC)
- Association of Employment and Learning Providers (AELP)
- Association of Teachers and Lecturers (ATL)
- Education and Training Foundation (ETF)
- University and College Union (UCU).

Relationship with National Occupational Standards

The Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (formerly LLUK, 2006) continue to underpin practice in the sector. This qualification relates to the Professional Standards in Education and Training.

The standards are available at the Learning and Skills Improvement Service Excellence Gateway: www.excellencegateway.org.uk.

3 Qualification structure

Pearson BTEC Level 5 Diploma in Education and Training

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

| | |
|---|-----|
| Minimum number of credits that must be achieved | 120 |
| Number of mandatory credits that must be achieved | 75 |
| Number of optional credits that must be achieved | 45 |
| Minimum number of credits that must be achieved at Level 5 or above | 61 |
| Teaching practice hours | 100 |

| Unit | Unit reference number | Units | Level | Credit value | Guided learning hours |
|--|-----------------------|---|-------|--------------|-----------------------|
| Mandatory units group | | | | | |
| All units must be achieved from this group | | | | | |
| 1 | R/505/0923 | Developing Teaching, Learning and Assessment in Education and Training (the achievement of Unit 3 is a pre requisite for this unit) | 5 | 20 | 65 |
| 2 | H/505/0912 | Teaching, Learning and Assessment in Education and Training | 4 | 20 | 65 |
| 3 | A/505/0818 | Theories, Principles and Models in Education and Training | 5 | 20 | 60 |
| 4 | J/505/0837 | Wider Professional Practice and Development in Education and Training | 5 | 15 | 50 |

In the following table any unit marked * indicates that this is a competence unit from the Learning and Development suite of qualifications. To offer these units, a centre must have specific centre approval. For further information see *Section 7, Centre Recognition and Approval Centre Recognition*.

| Unit | Unit reference number | Units | Level | Credit value | Guided learning hours |
|---|-----------------------|---|-------|--------------|-----------------------|
| Optional units group | | | | | |
| 15 credits must be achieved from this group | | | | | |
| 6 | J/505/0756 | Action Learning for Teaching in a Specialist Area of Disability | 5 | 15 | 40 |
| 7 | M/503/5376 | Action Learning to Support Development of Subject Specific Pedagogy | 5 | 15 | 50 |
| 8 | T/503/5380 | Action Research | 5 | 15 | 50 |
| 11 | M/505/1089 | Delivering Employability Skills | 4 | 6 | 20 |
| 12 | M/502/9545 | Develop Learning and Development Programmes* | 4 | 6 | 30 |
| 13 | H/505/1090 | Developing, Using and Organising Resources in a Specialist Area | 5 | 15 | 50 |
| 14 | Y/503/5310 | Effective Partnership Working in the Learning and Teaching Context | 4 | 15 | 50 |
| 17 | D/502/9556 | Engage with Employers to Facilitate Workforce Development* | 4 | 6 | 30 |
| 18 | Y/503/5789 | Equality and Diversity | 4 | 6 | 25 |
| 19 | K/505/1091 | Evaluating Learning Programmes | 4 | 3 | 15 |
| 20 | H/502/9543 | Identify the Learning Needs of Organisations* | 4 | 6 | 30 |
| 21 | L/503/5384 | Inclusive Practice | 4 | 15 | 50 |
| 22 | A/601/5321 | Internally Assure the Quality of Assessment* | 4 | 6 | 45 |
| 23 | J/505/0188 | Preparing for the Coaching Role | 4 | 3 | 15 |
| 24 | L/505/0189 | Preparing for the Mentoring Role | 4 | 3 | 15 |
| 25 | T/505/1093 | Preparing for the Personal Tutoring Role | 4 | 3 | 15 |
| 26 | R/504/0229 | Specialist Delivery Techniques and Activities | 4 | 9 | 30 |
| 27 | J/505/1096 | Teaching in a Specialist Area | 4 | 15 | 50 |

| Unit | Unit reference number | Units | Level | Credit value | Guided learning hours |
|------|-----------------------|--|-------|--------------|-----------------------|
| 28 | Y/505/1099 | Understanding and Managing Behaviours in a Learning Environment | 4 | 6 | 20 |
| 29 | L/505/1102 | Understanding and Managing Behaviours in a Learning Environment | 5 | 6 | 20 |
| 30 | F/601/5322 | Understanding the Principles and Practices of Externally Assuring the Quality of Assessment* | 4 | 6 | 45 |
| 31 | T/601/5320 | Understanding the Principles and Practices of Internally Assuring the Quality of Assessment* | 4 | 6 | 45 |
| 32 | K/503/5814 | Using Study Skills Approaches and Techniques to Enhance the Learning of Others | 4 | 6 | 25 |
| 33 | R/503/5385 | Working with Individual Learners | 4 | 15 | 50 |
| 34 | D/505/1105 | Working with the 14-19 Age Range in Education and Training | 4 | 9 | 30 |

* Indicates that these competence units are from the Learning and Development suite of qualifications and to offer them a centre must have specific approval. For further information see *Section 7, Centre Recognition and Approval Centre Recognition*.

4 Assessment

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units as indicated in the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The table below gives a summary of the assessment methods used in the qualification.

| Units | Assessment method |
|-----------|--|
| All units | Centre-devised assessment, such as the assessment methods included as sample assessment activities, making use of evidence drawn from teaching practice. |

For the Learning and Development optional units, further guidance on assessment is given in the qualification specifications for the units, see *Pearson Level 3 and 4 Award/Certificate/Diploma in Learning and Development – Issue 2*, on our website: qualifications.pearson.com

- Simulations are not acceptable for teaching practice assessments.
- Learners undertaking the Learning and Development optional units will be required to provide evidence from their own work-based practice in order to meet the criteria. Types of evidence could be: direct observation by assessor; personal statements and/or reflective accounts; professional discussion; assignments; expert witness testimony.

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must provide adequate evidence to meet all the learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required.

Assignment briefs and evidence produced by learners must also meet any additional requirements given in the *Information for tutors* sections of the units.

Types of evidence

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, individual or group presentations, projects, tests, extended writing, professional discussion) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria. If group presentations are included it is advisable to observe and record individual contributions to the activity so that specific evidence can be included as a part of each learner's portfolio. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

The examples given in the units as assessment activities cover the criteria in the learning outcomes, assessment criteria, unit content and delivery guidance tables. These examples are for guidance only and it is recommended that centres either adapt assessments to meet local needs and resources or write their own. There should be evidence that all assignments have been internally reviewed and moderated, before being issued to the learners.

It is important to recognise that the guidance provided is in a simple form and that, in addition to the logging and feedback record relating to the assessment criteria, each assignment brief should include:

- date of issue and date for submission
- guidelines for word count (where appropriate for depth or range required)
- sources/types of appropriate evidence
- any specific guidance to support learners in generating appropriate evidence – including cross-referencing where a single piece of evidence relates to more than one unit, for example scheme of work/session plans/observation reports.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment. Centres are also encouraged to make effective use of holistic approaches wherever possible or appropriate. This linking of different aspects of the Diploma helps learners to view the different units as part of a coherent whole rather than in isolation also reduces the assessment burden and allows more time for the reflective aspect where learners can develop understanding rather than simply working towards a set of criteria. To avoid over-assessment centres are encouraged to develop these approaches and to link delivery and assessment across units.

To achieve the Diploma, there is also a requirement for 100 hours of practice. Practice guidance for the optional units is listed in the separate optional units specification.

Any **appropriate** location for practice will allow a trainee to meet the requirements of the standards; variety is encouraged but is not essential. There is no requirement to evidence working specifically with groups of learners to achieve these qualifications, unless units specify that purpose (see individual units).

There is widespread use of video evidence in portfolio-based qualifications. The rules for this are that the original video must be available for verification, the recording should be indexed and the participants in the video should give their permission for the recording.

Where video is used for direct observation by a remote assessor, the following guidelines must be observed:

- the assessor must be able to communicate with the learner in real time to ensure effective discussion, questioning and feedback
- there must be independent verification from the learner's location that the evidence is authentic, that there are no unseen influences and that it is the identified learner is providing the evidence and that it is not influenced by others at the learner's location.
- the video must be of sufficient quality to enable the assessor or verifier to make a valid judgement. The level of detail required by the qualification must be evident. Where the learner is working with a class, the remote assessor needs to see clear evidence of the required interactions taking place.
- All video evidence should be recorded and it is the responsibility of the standards verifier to review it and confirm that the guidelines have been observed.

Assessment activities should encourage learners to become more reflective and to evaluate their learning at every opportunity. This reflection can be used as evidence when building portfolios for assessment. For guidance on internal assessment please go to our website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

When selecting the competence Learning and Development units their specific assessment requirements should be met. Centres should refer to the assessment strategy for competence-based units and the assessment requirements section within each individual unit. Please remember that centres wishing to offer Learning and Development units must have the appropriate centre approval to offer the competency units.

Further information is available from the Learning and Development specifications on our website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

5 Recognising prior learning and achievement

Recognition of Prior Learning

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

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, which is on our website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

General resource requirements

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

Specific resource requirements

As well as the general resource requirements above, there are specific resource requirements for which centres are responsible. Centres must be confident that learners will be able to provide evidence that they can achieve the required teaching practice, i.e. 100 hours of practice. Any appropriate location for practice that will allow a trainee teacher to meet the required standards is permitted.

Breadth in teaching/training practice is encouraged, giving learners opportunities to experience varied aspects of training. Centres should advise learners of this and the range of appropriate settings and contexts, such as: teaching across more than one level; teaching a variety of learners; teaching individuals and groups; experience of non-teaching roles; gaining subject specialist knowledge through workplace mentoring.

Although not a mandatory requirement of this qualification, it is deemed good practice, and is therefore recommended whenever possible, to allocate a 'mentor' to each learner as they progress through their programme. A mentor can provide on-going support by, for example, providing developmental feedback to learners following teaching practice observations, monitoring the quality of their planning and preparation, carrying out regular one-to-one tutorials and helping them develop good practice in their teaching and learning.

Observed and assessed practice

There must be a minimum of eight observations totalling a minimum of eight hours (this excludes any observed practice completed as part of the Pearson Level 3 Award in Education and Training. Any single observation must be a minimum of half an hour.

Observations should be **appropriately spaced** throughout the whole programme and take into account a trainee teacher's progress. It is recommended that centres refer to the ITE inspection framework and handbook.

Two of the mandatory units require evidence of being observed in a teaching and learning environment. The eight observations must be linked to these units, which are:

- *Unit 1: Developing Teaching, Learning and Assessment in Education and Training (Level 5)*
- *Unit 2: Teaching, Learning and Assessment in Education and Training (Level 4).*

To achieve credit for either of these two units, trainees must be able to provide evidence of a minimum of two assessed observations of practice that meet the required ITE framework standard. To achieve the qualification, a trainee must be able to provide evidence of a minimum of eight observations that meet the required standard of practice, please also note that achievement of *Unit 3: Theories, Principles and Models in Education and Training (Level 5)* is a prerequisite for achievement of *Unit 1: Developing Teaching, Learning and Assessment in Education and Training (Level 5)*.

Centres must check unit requirements to see if any additional practice is necessary. Some of the optional units require additional observed and assessed practice and these requirements are detailed in the optional unit guidance document.

Anyone delivering units and/or observing and assessing practice for this qualification should have all of the following:

- a teaching or training qualification equivalent to Level 5 or above (PTLLS is not enough)
- evidence of relevant teaching experience in an education or training context
- access to appropriate guidance and support
- ongoing participation in related programme quality assurance processes.

There are additional requirements for those who assess the Learning and Development units. This information can be found in the accompanying document for the optional units.

7 Centre recognition and approval centre recognition

Any centre that has not delivered and assessed the Pearson BTEC Level 5 Diploma in Education and Training needs to apply for, and be granted centre recognition and qualification approval as part of Pearson's approval process.

Work-based learning (WBL) centres should contact their Account Manager, and further education colleges, their Curriculum Development Manager (CDM), for guidance and forms for centre and qualification approval.

Centres already offering the predecessor qualification, the Pearson Level 5 Diploma for Teaching in the Lifelong Learning Sector should get 'automatic approval' on application via Edexcel Online for the *Pearson BTEC Level 5 Diploma in Education and Training*, (without competence units), as long as the conditions for automatic approval are met.

Automatic qualification approval on Edexcel Online for the Pearson BTEC Level 5 Diploma in Education and Training (with competence units) is not permissible and a separate application must be made using the qualification approval form.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Pearson carries out quality assurance visits to verify if all centres are working to national standards.

Two visits per year will also be made by an allocated Pearson Standards Verifier/External Examiner (a subject-specific expert) to sample assessed learner work and provide judgements and feedback.

The Standards Verifier/External Examiner will ensure that you have accurate assessment records and are assessing candidates appropriately, consistently and fairly. They will identify areas of good practice and for further development, and give you guidance on how you can improve your delivery.

For further details on Pearson's quality assurance processes, please go to the *UK BTEC Quality Assurance Handbook* for information on standards verification, and Chapter 9 of the *UK Vocational Quality Assurance Handbook 2013-14* for information on external examination.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, intensive, distance or blended learning) that meet their learners' needs.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers where appropriate to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces where relevant
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant
- ensuring that any legislation is up to date and current
- giving learners the opportunity to apply their learning in practical activities, for example 100 hours of teaching practice appropriately spaced throughout the whole programme
- making full use of the variety of experience of work and life that learners bring to the programme.
- providing opportunities for the integration of requirements for English, mathematics and ICT in keeping with the personal and professional skills necessary to underpin education and training.

Further details are available in individual units and in the *Specific resource requirements* section in *Section 6 Centre resource requirements*.

Where legislation is referred to in a unit, centres must ensure that current legislation is taught.

Centres may wish to approach the core units of the Diploma as a single, holistic, integrated activity. Alternatively, they may wish to integrate the theory with the practical assessments for individual units. The learning activities suggested in the units are designed to link with other core units to form a continuous programme. The programme combines taught sessions, individual directed study and teaching practice.

Please note that *Unit 3: Theories, Principles and Models in Education and Training*, must be achieved as a pre requisite for *Unit 1: Developing Teaching, Learning and Assessment in Education and Training*.

10 Access and recruitment

Pearson's policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to this qualification with integrity and to demonstrate good practice in the use of initial assessment and learning needs analysis.

Centres should review the applicant's **prior qualifications and/or experience**, considering whether this profile shows that they have the potential to achieve the qualification. Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

It is recommended that all those wishing to join this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. Development needs should be recorded and an action plan agreed. The aim is for learners to achieve Level 2 as a minimum.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential requirements

This section lists any specialist resources and requirements needed to deliver the unit. The centre will be asked to make sure that these are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Delivery guidance

This section suggests different ways in which content might be delivered to learners.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Developing Teaching, Learning and Assessment in Education and Training

Unit reference number: R/505/0923

Level: 5

Credit value: 20

Guided learning hours: 65

Unit aim

The aim of this unit is to give the learner knowledge, understanding and skills relating to teaching, learning and assessment in education and training. The unit aims to develop the learner's understanding of the principles and practices that underpin the practical skills. These are supported by research and the use of a range of resources so that the learner can appreciate the importance of different approaches. This research is essential when providing evidence so that the learner is able to demonstrate the level of analysis required for this Level 5 unit.

Underpinning the understanding of teaching and learning is an understanding of the role and responsibilities of a teacher in education and training. This helps the learner to appreciate their role in relation to their learners and other professionals when negotiating and agreeing individual learning goals.

This unit relies heavily on the learner being able to review their own skills and understanding through reflecting on their teaching in a practical context – based on the planning, delivering and assessing of inclusive teaching and learning in a specialist area. (This specialism can be further developed through the selection of appropriate optional units). The learner must demonstrate their ability to create and maintain an inclusive learning environment and then to evaluate their own teaching in order to develop their practice.

The unit covers expectations in relation to the minimum core in teaching, learning and assessment. Since September 2000 it is expected that initial teacher education programmes equip all trainee teachers to develop inclusive approaches to addressing the language, literacy and numeracy (minimum core) and SEND needs of their learners.

Essential requirements

The achievement of *Unit 3: Theories, Principles and Models in Education and Training*, is a prerequisite for taking this unit.

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

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

Learners who have previously completed a Level 4 Certificate in Education and Training, or a Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) qualification, can use 20 hours of practice and two hours of observed and assessed practice towards meeting the overall practice requirements.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|---|---|---|
| 1 | Be able to investigate practice in own area of specialism | 1.1 | Analyse the application of pedagogical principles in own area of specialism | <ul style="list-style-type: none"> Pedagogical principles, e.g. concepts of specialist knowledge, experiential learning, kinaesthetic principles, multisensory models, taxonomy of learning, mastery learning, scaffolded learning, actively engaging in learning process, shared outcomes. | <p>Tutor presentation</p> <p>Individual research</p> <p>Mind-mapping</p> |
| | | 1.2 | Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism | <ul style="list-style-type: none"> <i>Creative and innovative</i>, e.g. learner-centred, interactive, self-directed study, extension activities, project based, practical application and practice of skills, blended learning, flexible online learning, supported independent study, promoting collaborative working, peer teaching, activity- based learning. | <p>Individual research</p> <p>Peer teaching activity</p> <p>Group discussion</p> <p>Personal learning log</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|---|---|---|
| 2 | Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning | 2.1 | Use initial and diagnostic assessments to agree learners' individual goals and learning preferences | <ul style="list-style-type: none"> □ <i>Individual goal</i>, e.g. use of SWOT analysis, recognise or accredit prior learning or experience (RPL/APEL), identify skills shortfall, opportunities to address basic skills needs, specific learning needs, short- and long-term goals | <p>Tutor-led discussion</p> <p>Practical activity</p> <p>Examples from practice</p> <p>Individual portfolio building supported by professional discussion</p> <p><i>Needs to focus on L5 approaches</i></p> |
| | | 2.2 | Devise a scheme of work taking account of: <ul style="list-style-type: none"> • the needs of learners • the delivery model • internal and external requirements. | <ul style="list-style-type: none"> □ <i>Learner needs</i>, e.g. inclusive, diversity in range of styles and approaches, defined goals, building understanding, developing skills. □ <i>Delivery model</i>, e.g. sequenced, linked to assessment, skills development, integrated approach, e-learning, distance or blended approach, time-scale, staffing. □ <i>Internal and external requirements</i>, e.g. timetabling, resources, IQA, EQA, vocational or professional standards, moderation and standardisation requirements, national inspection requirements. | <p>Teaching practice portfolio, including awarding organisation specifications, vocational standards, initial assessment information, assessment schedule, organisation requirements, IQA requirements</p> <p>Examples from practical teaching experience.</p> <p>Development activity</p> <p><i>Needs to focus on L5 approaches</i></p> |

| Learning outcomes | Assessment criteria | Unit amplification | Delivery guidance |
|-------------------|--|---|--|
| | 2.3 Design teaching and learning plans that take account of: <ul style="list-style-type: none"> • the individual goals, needs and learning preferences of all learners • curriculum requirements | <ul style="list-style-type: none"> □ <i>Individual needs</i>, e.g. learner-centred, opportunities for individualised and blended learning, self-directed study, integrated assessment opportunities, minimum core embedding. □ <i>Curriculum requirements</i>, e.g. spiral, process or product based, mastery of practical skills, creative, academic level, wider skills, opportunities for research, developing study skills. | <p>Sample session plans from individual portfolio building, supported by professional discussion</p> <p>Include planning for self-evaluation, learner evaluations and feedback from assessor following observed sessions</p> |
| | 2.4 Identify opportunities for learners and others to provide feedback to inform inclusive practice | <ul style="list-style-type: none"> □ <i>Learner feedback</i>, e.g. engaging learners, informal 1 x 1, questionnaire at points during programme, online, formal end-of-course questionnaire. □ <i>Feedback from others</i>, e.g. report following observation, peer observation feedback, annual formal appraisal by line manager or IQA. | <p>Tutor-led discussion</p> <p>Case studies</p> <p>Role play</p> |
| | 2.5 Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment | <ul style="list-style-type: none"> □ <i>Learning</i>, e.g. use of experiential learning, multisensory approaches, mastery learning to develop skills. □ <i>Communications</i>, e.g. adapting language, recognising and addressing barriers, engaging learners in own communication. □ <i>Assessment</i>, e.g. achievable targets, individualised learning, medal-and-mission, ownership of goals. | <p>Tutor presentation</p> <p>Individualised research and presentations</p> <p>Collaborative activity</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|---|---|---|
| 3 | Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment | 3.1 | Analyse theories of behaviour management | <ul style="list-style-type: none"> □ <i>Factors</i>, e.g. previous experience, individual needs, threat, fear of change, conflict. □ <i>Group behaviours</i>, e.g. group dynamics, hierarchies, group size, control, shared ownership, Tuckman's group formation, Belbin's team roles □ <i>Management through motivation</i>, e.g. Maslow's Theory of Basic Needs, Herzberg's Motivational Theory. | <p>Tutor presentation</p> <p>Group discussion</p> <p>Individual research</p> <p>Individual case studies based on experiences in practical teaching context</p> <p>Role play</p> |
| | | 3.2 | Establish and sustain a safe, inclusive learning environment | <ul style="list-style-type: none"> □ <i>Physical environment</i>, e.g. location, layout, lighting, ventilation, risk assessment, appropriately maintained, equipment checks. □ <i>Learning environment</i>, e.g. appropriately experienced and qualified staff, positive use of authority, action against discrimination, actively engaging, structured and purposeful. | Teaching practice portfolio records of teaching practice observations |
| | | 3.3 | Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management. | <ul style="list-style-type: none"> □ <i>Group behaviours</i>, e.g. respect and valuing each other, mixing skills and abilities, opportunities for working with others, peer teaching, behaviour agreement. □ <i>Individual behaviour</i>, e.g. ownership, individual involvement and choice, learning to learn, skill development, positive reinforcement, motivating. | <p>Tutor-led discussion</p> <p>Learners follow up presentation with small-group discussions</p> <p>Individual written reflective activity</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|---|---|---|
| 4 | Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning | 4.1 | Design resources that: <ul style="list-style-type: none"> actively promote equality and value diversity meet the identified needs of specific learners | <ul style="list-style-type: none"> <i>Equality and diversity</i>, e.g. fit-for-purpose, supplementing auditory with visual and hands-on, varied, range of materials or tools for practical activities, varying style of presentation slides. <i>Specific needs</i>, e.g. paper colour, font type or size, readability level, use of alternative technologies. | Teaching practice portfolio building to include range of sample resources to meet needs of different learners and different learning and teaching activities Sample resources developed to suit needs of specific learners |
| | | 4.2 | Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners | <ul style="list-style-type: none"> <i>Inclusiveness of resources</i>, e.g. appropriate level, stimulating and engaging, use of internet and intranet, up to date, use of current and accessible technologies. | Record of observations of teaching practice |
| | | 4.3 | Demonstrate ways to promote equality and value diversity in own teaching | <ul style="list-style-type: none"> <i>Promote through</i>, e.g. flexible delivery models, engaging learners themselves in valuing diversity, awareness of individual needs, adapting approaches and modes of learning, use of integrated approaches, responsive to individuals, innovative use of peer teaching and peer assessment. | Session planning Record of observations of teaching practice Individual presentation |

| Learning outcomes | | Assessment criteria | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|--|--|
| | | 4.4 | <p>Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression</p> <ul style="list-style-type: none"> □ <i>Discussion</i>, e.g. with learners leading to action planning, providing scaffolding to encourage responsibility, specialist support providers, learners forum. □ <i>Encouraging progression</i>, e.g. identifying learner options, communicating with parents, negotiating work placements, networking with further education or specialist providers to encourage learners to seek advice. | <p>Teaching practice portfolio records of observation of teaching practice</p> <p>Tutorial records or learner Individual learning plan</p> |
| | | 4.5 | <p>Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication</p> <ul style="list-style-type: none"> □ <i>Learning models</i>, e.g. recognising underlying principles affecting individual learning, developing structured approaches, responding to learner needs, embedding minimum core, promoting holistic approaches. □ <i>Communication models</i>, e.g. appreciating the significance of language in the learning process, recognising and addressing barriers to communication, empowering the learner, two-way process. | <p>Individual reflective activity</p> <p>Professional discussion</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|---|--|---|
| 5 | Be able to apply theories, models and principles of assessment to assessing learning in education and training | 5.1 | Design assessments that meet the individual needs of learners | <ul style="list-style-type: none"> □ <i>Formal</i>, e.g. holistic, use of naturally occurring evidence, measure of knowledge, gauge skills level, demonstrating understanding, standardised against assessment or performance criteria, set goals. □ <i>Informal</i>, e.g. opportunities for self- and peer assessment, reinforce link between learning and assessment, engaging the learner, developing learner assessment skills. | <p>Teaching practice portfolio-building, to include range of own sample assessment activities</p> <p>Peer teaching individual presentations</p> |
| | | 5.2 | Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements | <ul style="list-style-type: none"> □ <i>Individual needs</i>, e.g. provide current and suitable guidance, opportunities to practise or repeat assessment, check-and-correct, developing appropriate study in preparation for assessment, additional support if required. □ <i>Assessment requirements</i>, e.g. appropriate type and range of evidence, against specified standards, timing negotiated with learner, providing alternative form of assessment where appropriate. | <p>Observation of teaching practice to include an assessment activity</p> <p>Sample adapted assessment activities</p> <p>Record of negotiations with sample assessment activities</p> |

| Learning outcomes | Assessment criteria | Unit amplification | Delivery guidance |
|-------------------|--|---|---|
| | <p>5.3 Demonstrate the use of assessment data in:</p> <ul style="list-style-type: none"> • monitoring learners' achievement, attainment and progress • setting learners' targets • planning subsequent sessions • recording the outcomes of assessment | <ul style="list-style-type: none"> □ <i>Monitoring achievement</i>, e.g. tracking against criteria, recorded skills checks, observation records, witness statements, self-statementing. □ <i>Target setting</i>, e.g. learning log, action plans, individual learning plan, recording professional discussion outcomes. □ <i>Session planning</i>, e.g. adapted session plans, alternative approaches, extension activities. □ <i>Recording outcomes</i>, e.g. completion of units, examination results, summative statement or reporting, action plan. | <p>Individual learning plans or record of achievement</p> <p>Record of professional discussion or tutorial</p> <p>Individual recording and tracking of progression</p> <p>Sample action plans</p> <p>Session plans</p> <p>Group</p> |
| | <p>5.4 Communicate assessment information to other professionals with an interest in learner achievement</p> | <ul style="list-style-type: none"> □ <i>Communicating</i>, e.g. sharing paper-based tracking and logging, reporting on group or individual progress. □ <i>Achievement</i>, e.g. contributing to centrally held electronic recording, interpreting assessment data for colleagues. | <p>Teaching portfolio evidence, e.g. individual and group record of achievement, tracking documents, sample of electronic paper trail</p> |
| | <p>5.5 Explain how own assessment practice has taken account of theories, models and principles of assessment</p> | <ul style="list-style-type: none"> □ <i>Assessment practice</i>, e.g. holistic or integrated, flexible, use to promote learning, learner ownership of achievement, embedded assessment opportunities, use of naturally occurring evidence, development of skills needed to support assessment. | <p>Individual research</p> <p>Individual written activity or record of professional discussion.</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|---|--|--|
| 6 | Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning | 6.1 | Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning | <ul style="list-style-type: none"> □ <i>Planning</i>, e.g. embedded approaches, opportunities for actively involving learners, group activities. □ <i>Delivery</i>, e.g. integrated activities, (literacy, language, numeracy and ICT), meaningful activities, learner centred, individual research. □ <i>Assessing</i>, e.g. making use of naturally occurring evidence, developing skills for the workplace. | <p>Tutor presentation</p> <p>Individual research</p> <p>Individual or small-group presentations</p> <p>Review of sample materials</p> |
| | | 6.2 | Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning | <ul style="list-style-type: none"> □ <i>Language</i>, e.g. question and answer, pair work, discussion, individual presentations, professional discussion. □ <i>Literacy</i>, e.g. reading, note-taking, written assignment, project, research, examination. □ <i>Numeracy</i>, e.g. using data, statistical interpretation, measurement, proportions, numbering, scale. □ <i>ICT</i>, e.g. word processing, data processing and interpretation, research, developing and presenting information, e-assessment. | <p>Individual activities leading to portfolio building, e.g. session plans, assessment activities and teaching observation feedback record</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|---|--|---|
| 7 | Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning | 7.1 | Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning | <ul style="list-style-type: none"> □ <i>Reflection</i>, e.g. as part of learning cycle, reflecting in and-on-action, Plan-Do-Review, evaluating and applying own learning from new situations, use of SWOT analysis to identify strengths and areas for improvement. □ <i>Effectiveness</i>, e.g. session evaluation, reflective journal or individual learning plan, formal self appraisal review | <p>Tutor presentation</p> <p>Individual research</p> <p>Reflective activity with written assignment</p> |
| | | 7.2 | Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning | <ul style="list-style-type: none"> □ <i>Planning</i>, e.g. mentor support, team working, updating technical expertise, exploring new modes of delivery, identifying opportunities for CPD □ <i>Delivering</i>, e.g. use of observation feedback of own teaching, observation or work shadowing of experienced practitioner, awarding organisation training or updating. □ <i>Assessing</i>, e.g. awarding organisation updating, assessor qualifications, research, online approaches to assessing, e-portfolios. | <p>Individual research</p> <p>Learner-centred activity, leading to written assignment</p> |

Information for tutors

Delivery

As this unit should give learners the opportunity to be able to demonstrate the development of their knowledge, understanding and skills at the completion of the programme delivery for this unit must be seen in the context of both the level required and the sequencing. This unit has been designed to build on those learning outcomes and assessment criteria covered in the Level 4 unit *Teaching, Learning and Assessment in Education and Training*. This means that delivery must provide opportunities to deliberately review those criteria already covered but address them differently – in keeping with the Level 5 requirements. What this actually involves is a greater emphasis on individual research and opportunities for learner-centred delivery approaches that places responsibility in the hands of learners. This means there must be greater emphasis on peer, rather than tutor, teaching, along with presentations that employ a combination of learner research and experience from individual teaching practice.

The approach taken to delivery in this unit needs to reflect the skills that learners will be taking into the workplace as the basis of their own professional practice. Learners should be encouraged to be innovative and flexible in their approaches to inclusive teaching, learning and assessment in education and training in their own area of specialism. This approach is helped where learners have the opportunity to practice different and innovative approaches and assessment methods that they might not be able to use with their own learners.

In order to be able to demonstrate the Level 5 skills of research, analysis and extended writing, delivery should provide the context for analysing evidence from individual teaching practice in completing assignments. Tutors need to provide the appropriate level of challenge to actively engage learners in developing Level 5 skills. Emphasis must be given to the links between the issues tackled in this unit and similar issues met in ALL other units – including selected specialist optional units.

Learning outcome 1

The skills required to be able to investigate practice in a learner's own area of specialism is very much a learner-centred activity and cannot be sensibly delivered through group teaching. For this learning outcome, individuals need to work on portfolio building through individual research. Much of this will, have been covered by other units and the learner must be directed to researching a range of online and professional resources relating to their own subject specialism, curriculum requirements and learners' needs by expanding on what has been covered previously (see *Unit 2, Teaching, Learning and Assessment in Education and Training*).

Learning outcomes 2, 4 and 5

These learning outcomes all require the learner to demonstrate understanding and skills developed through the programme and their own teaching practice. Each individual should gather evidence from their specialist area from their teaching practice portfolio building. This must be supported through a number of observations of their practice carried out by the Diploma assessor, an appropriate mentor or a subject specialist. Where written reports are generated through an individual being observed by their line manager, as a part of the organisation's internal quality assurance, they may be included in place of ONE of the

observations. Where no written report is provided, the observation is not acceptable – although a written record of a professional discussion may be submitted as an alternative. Videoing of teaching practice observations is recommended as an opportunity for learners to be able to review their practice but is not an assessment requirement.

All observations must include reference to the planning, delivering and assessing of learning in the learner's specialist subject area but may also be used to address specific aspects of their teaching practice in order to demonstrate the level of development required for the unit. See sample assessment activity.

Learning outcome 3

This is the principal learning outcome in the unit it invites tutor delivery and provides an opportunity for peer teaching and group learning, - in order to tackle the issues of learner behaviours and strategies for behaviour management. Other Diploma units address the skills required for creating and maintaining a safe, inclusive teaching and learning environment without specifically focusing on this issue.

In line with the requirements of the level and development nature of this unit, individual research offers an ideal approach. Based on a study their own practice, and a review of appropriate literature, learners could be required to produce individual case studies on issues and responses to negative behaviours from their own specialist area. These case studies could then be submitted as written assignments, shared with their peers through the use of individual presentations or preferably both.

The simplest form of delivery to cover new subject knowledge would involve tutor presentation, though at this late stage in the Diploma it is important to encourage more innovative approaches. Maintaining the principle of providing examples of good practice, that learners could consider using or adapting for their own specialist areas, this provides the opportunity to use a potentially high-risk delivery approach – such as whole-group role play. In this activity all group members are provided with 'Role Cards' which identify what behaviours they should demonstrate – known only to themselves – and each has to act out these behaviours. Normally, role play involve 1 x 1 activities so involving the whole group is certainly innovative and is likely to put learners outside their comfort zone. Because of this it is necessary to give them the opportunity to opt out but an appropriate set-up should encourage maximum participation. Once the role play has been played out then the group members need to be supported in a discussion of the issues arising and be given the opportunity to share coping strategies. At this stage the tutor can suggest options so that learners have the benefit of a range of alternative approaches.

Learning outcome 6

As learners have already had the opportunity to analyse and apply the principles of the minimum core in planning, delivering and assessing of inclusive teaching and learning it is important that delivery in this unit takes understanding to the next level, rather than reviewing material that has already been covered. One approach is to use peer teaching, through individual presentations, with individuals using an activity they have prepared with their peers, and reviewing collaboratively. In this way learners have to analyse their understanding of different approaches to elements of the minimum core in order to inform their practices. This should NOT be tackled through tutor presentation or any other way similar to those used in Unit 1. It must take it to a different level and via a different approach. Alternatively, this could be excluded from delivery but approached through a problem-solving exercise, as part of directed study.

Learning outcome 7

Delivery for this learning outcome again focuses on individual learner activities as reflection and evaluation at this stage should not be tutor led. Learners need to demonstrate their higher-level skills, such as critical thinking and apply these to models of reflection and evaluation to review their own practice. At this level, learners should be referencing even reflective writing in order to support their reflection-in-practice with principles-in-practice.

Assessment

A review of the assessment criteria for this unit may find that many of them seem familiar – that is because they are. The Level 5 '*Unit 4 Developing Teaching, Learning and Assessment in Education and Training*' is the development of the Level 4 Unit 1 '*Teaching, Learning and Assessment in Education and Training*'. As such, learners need to be able to review their practice and develop practical skills and understanding. Assessment needs to focus on what has been achieved previously in order to provide evidence of the **changes in practice** brought about through considering '*Unit 3 Theories, principles and models in education and training*' and '*Unit 4 Wider professional practice in education and training*'. Assessment activities need to clearly and appropriately cross-reference to existing evidence and centres writing their own assessment activities need to refer to assessment activities across all core and optional units in order to avoid over-assessment and duplication of evidence. Once evidence has been included in a Teaching Practice Portfolio it should not be required a second time. All assessment activities need to cover new ground and build on prior evidence. The level of challenge in assessment should reflect the requirements at Level 5, where a learner needs to be able to analyse, change and adapt their practice where appropriate.

The sample assessment activities that have been provided offer a simple approach to the identification of possible evidence that can be used in building a portfolio for this unit. This is not prescriptive and centres should either adapt this to suit their own context or devise an alternative although in part or wholly. Any assignments developed must ensure all assessment criteria are met and can be identified in the assessment process in both internal and external standards verification. Learners must meet all assessment criteria to pass the unit.

Sample assessment activities

| Criteria covered | Activity | Assessment evidence |
|------------------------|--|--|
| 1.1, 1.2 3.1 | <p>Using practical examples taken from your own specialist area, analyse the pedagogical principles and theories of behaviour management that help you to evaluate the effectiveness of your use of creative and innovative approaches.</p> <p><i>Word count approximately 1500 words. Include Harvard referencing and bibliography.</i></p> | Written assignment |
| 2.1, 2.2 4.1 5.1 | <p>Based on the programme used for the scheme of work in the '<i>Teaching, Learning and Assessment in Education and Training</i>' mandatory unit develop and adapt it in order to create either a five-day <u>intensive</u> course or an equivalent 30 hour blended learning programme</p> <p>This development of the selected delivery model must be in line with appropriate internal and external requirements and take into consideration the needs of learners.</p> <p>As part of your programme design THREE assessment activities that meet the individual needs of your learners and subject.</p> <ul style="list-style-type: none"> • A diagnostic assessment activity to establish prior knowledge or skills. • A formative assessment activity to check learning during this programme. • A summative assessment activity to establish the learning at the end of the selected delivery model programme. <p>Use the diagnostic assessment to agree and record at least TWO learners' individual goals and learning preferences.</p> <p>To support the selected delivery model you need to design THREE different resources:</p> <ol style="list-style-type: none"> 1. making use of ICT to actively promote equality and value diversity and 2. meeting the identified needs of TWO specific learners <ul style="list-style-type: none"> • one with English as a second language • second learner easily bored if they do not find work sufficiently challenging! | <p>Teaching practice portfolio: scheme of work</p> <p>Sample diagnostic assessment activity to show learner preferences and agreed goals</p> <p>Sample formative assessment activity</p> <p>Sample summative assessment activity</p> <p>Three sample resources</p> |

| Criteria covered | Activity | Assessment evidence |
|------------------|--|---|
| 4.2, 4,3 5.2 | For ONE assessed observation of your teaching practice, in your specialist area of knowledge/ understanding/skills, focus on: <ul style="list-style-type: none"> establishing and sustaining a safe and inclusive learning environment. | Teaching practice portfolio: observation reports observation 3 |
| 4.2, 4,3 5.2 | For ONE assessed observation of your teaching practice, in your specialist area of knowledge/ understanding/skills, focus on: <ul style="list-style-type: none"> flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies. | Teaching practice portfolio: observation reports observation 4 |
| 4.2, 4,3 5.2 | For ONE assessed observation of your teaching practice, in your specialist area of knowledge/ understanding/skills, focus on: <ul style="list-style-type: none"> promoting equality and valuing diversity. | Teaching practice portfolio: observation reports observation 5 |
| 4.2, 4,3 5.2 | For ONE assessed observation of your teaching practice, in your specialist area of knowledge/ understanding/skills, focus on: <ul style="list-style-type: none"> flexibility and adaptability in using types and methods of assessment to meet assessment requirements. | Teaching practice portfolio: observation reports observation 6 |
| 4.2, 4,3 5.2 | Undertake TWO further observations of your teaching practice to demonstrate the development of your skills and understanding to meet individual learning needs in your specialist area - covering as many of the following aspects as possible: <ul style="list-style-type: none"> establishing and sustaining a safe and inclusive learning environment. flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies promoting equality and valuing diversity flexibility and adaptability in using types and methods of assessment to meet assessment requirements | Teaching practice portfolio: Teaching practice observation reports Teaching observation 7 and 8 |

| Criteria covered | Activity | Assessment evidence |
|---|--|---|
| 4.4 5.3, 5.4 | <p>Provide specific portfolio evidence to provide TWO examples, taken from contrasting learners, of each of the six categories in the list to demonstrate your use of assessment data in:</p> <ul style="list-style-type: none"> • monitoring learners' achievement, attainment and progress • setting learners' targets • planning subsequent sessions • recording the outcomes of assessment • communicating assessment information to other professionals with an interest in learner achievement • communicating with learners, learning professionals and others to meet individual learning needs and encourage progression. <p><i>* Be sure to blank out names to ensure anonymity*</i></p> | <p>Teaching practice portfolio: total of 12 examples of assessment data taken from practice to cover the required range</p> |
| 2.5 3.3 4.5 5.5 6.1 7.1, 7.2 | <p>Demonstrate your use of theories and models of reflection to evaluate the effectiveness of your own practice, in your specialist subject area. Show, planning, delivering, assessing and maintaining a safe, inclusive teaching and learning environment has taken account of theories, principles and models of learning and communication.</p> <p>Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning.</p> <p>Analyse ways to improve your own subject and practice in planning, delivering and assessing inclusive teaching and learning.</p> | <p>Individual learning record: reflective practice supported by research</p> |

Suggested resources

Books

- Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)
ISBN 9781845904609
- Gadsby C – *Perfect Assessment for Learning* (Independent Thinking Press, 2012)
ISBN 9781781350027
- Gould J – *Learning Theory and Classroom Practice in the LLLS* (2012), Learning Matters, 2012 ISBN 9780857258175
- Gravells A and Simpson S – *Planning and Enabling Learning in the Lifelong Learning Sector* (Learning Matters, 2010) ISBN 9781844457984
- Kidd W & Czerniawski G – *Successful Teaching 14-19* (2011), Sage Publications
ISBN 9781848607125
- Petty G – *Evidence-Based Teaching: A Practical Approach, Second Edition* (Nelson Thornes, 2009) ISBN 9781408504529
- Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2011) ISBN 9780857251022
- Roffey-Barentsen J and Malthouse R – *Reflective Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2009)
ISBN 9781844451845
- Tummons J – *Curriculum Studies in the LLLS*, Learning Matters, 2011
ISBN 978184441937
- Wallace S – *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition* (Learning Matters, 2011) ISBN 9780857250629
- Wallace S – *The Lifelong Learning Sector Reflective Reader* Learning Matters, 2010
ISBN 9781844452965

Journals/ magazines / newspapers

- Professional/vocational specific journals
- Times Educational Supplement* - FE Focus
- Times Higher Education* - weekly newspaper

Websites

- www.bis.gov.uk – Department for Business, Innovation and Skills (BIS)
- www.crlf.org.uk – Centre for Research in Lifelong Learning
- www.excellencegateway.org.uk – Learning and Skills Improvement Service (LSIS) Excellence Gateway
- www.geoffpetty.com – Geoff Petty, on-line teaching resources
- www.ifl.ac.uk – Institute for Learning

Unit 2: Teaching, Learning and Assessment in Education and Training

Unit reference number: H/505/0912

Level: 4

Credit value: 20

Guided learning hours: 65

Unit aim

The aim of this unit is to give the learner knowledge, understanding and skills relating to teaching, learning and assessment in education and training. The unit aims to develop the learner's understanding of the principles and practices underpinning practical skills. These are supported by research and the use of a range of resources to allow the learner to appreciate the importance of different approaches. This research is essential for the learner to be able to demonstrate the level of analysis needed for this unit.

Underpinning the understanding of teaching and learning is an understanding of the role and responsibilities of a teacher in education and training. This understanding helps the learner to appreciate their role in relation to their learners and other professionals when negotiating and agreeing individual learning goals.

This unit relies heavily on the learner being able to review their own skills and understanding through reflecting on their teaching in a practical context – based on the planning, delivering and assessing of inclusive teaching and learning in a specialist area. (This specialism can be further developed through the selection of appropriate optional units.) The learner must also demonstrate their ability to create and maintain an inclusive learning environment and then to evaluate their own teaching in order to develop their practice.

The unit covers expectations in relation to the minimum core in teaching, learning and assessment as a means of embedding this in to their own planning, delivery and assessment.

Essential resources

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

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

Learners who have previously completed a Level 4 Certificate in Education and Training, or a Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) qualification, can use 20 hours of practice and two hours of observed and assessed practice towards meeting the overall practice requirements, in place of the requirements of this single Level 4 unit of the Level 5 Diploma.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|---|--|---|
| 1 | Understand roles, responsibilities and relationships in education and training | 1.1 | Analyse own role and responsibilities in education and training | <ul style="list-style-type: none"> □ Roles, e.g. teacher, trainer, coach, tutor, mentor, instructor, assessor. □ Responsibilities, e.g. enforcement of organisation policies and procedures, preparation and management of learning, supporting learning, assessment and record keeping, working with others, developing own practice. | <p>Tutor presentation</p> <p>Mind mapping</p> <p>Individual research</p> <p>Personal learning log</p> |
| | | 1.2 | Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities | <ul style="list-style-type: none"> □ Legislation and regulations, e.g. current government legislation, equality and diversity, health and safety, data protection, professional or vocational standards, awarding organisation requirements, organisation codes of practice. | <p>Tutor presentation</p> <p>Small-group work (context/organisation related groups)</p> |
| | | 1.3 | Analyse the relationships and boundaries between the teaching role and other professional roles | <ul style="list-style-type: none"> □ Personal boundaries, e.g. skills, confidence, experience, time, resources, empathy, other commitments. □ Professional boundaries, e.g. job description, team roles and responsibilities, management structures, lines of communication, student support and referral. | <p>Tutor presentation</p> <p>Individual research</p> <p>Individual learning record</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|---|---|--|
| | | 1.4 | Describe points of referral to meet the needs of learners | <ul style="list-style-type: none"> □ Organisation systems, e.g. tutorial support, administration, learning support, student services, websites, student representatives. □ External agencies, e.g. specialist support, government agencies, work-related provision, employers. | <p>Tutor-led discussion</p> <p>Small-group discussions</p> <p>Research</p> |
| 2 | Be able to use initial and diagnostic assessment to agree individual learning goals with learners | 2.1 | Explain why it is important to identify and meet the individual needs of learners | <ul style="list-style-type: none"> □ Identify, e.g. to plan inclusive learning, understand motivation, create learner-centred process, individual needs. □ Meet: e.g. build on prior knowledge, engage, develop wider skills, motivating, identifying goals, specific needs, progression opportunities. | <p>Whole-group discussion</p> <p>Case studies</p> <p>Word storming</p> |
| | | 2.2 | Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals | <ul style="list-style-type: none"> □ Agreeing goals, e.g. identifying prior achievements, build on current knowledge and skills, addressing knowledge or skills gap, ownership of learning, specific learning needs. | <p>Learner-led discussion</p> <p>Research task (individual or pairs)</p> |
| | | 2.3 | Use methods of initial and diagnostic assessment to agree individual learning goals with learners | <ul style="list-style-type: none"> □ Initial and diagnostic, e.g. CV, interview, application form, learning or training needs analysis, basic skills testing; agreeing goals, e.g. negotiating targets and timescales, Action Planning, ILP. | <p>Use and analysis of individual diagnostic assessment activities, e.g. LNA (Learning Needs Analysis)</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|---|---|--|
| | | 2.4 | Record learners' individual learning goals | <ul style="list-style-type: none"> □ Recording, e.g. ILP/IEP, action plans, paper based or IT based, following institution procedures for recording information, student ownership, agreed timescale for review. | <p>Organisation policies and procedures</p> <p>Examples of methods and recording used</p> |
| 3 | Be able to plan inclusive teaching and learning. | 3.1 | Devise a scheme of work in accordance with internal and external requirements | <ul style="list-style-type: none"> □ Internal requirements, e.g. organisation procedures, timetabling, staffing, group size, resourcing, curriculum model. □ External requirements, e.g. awarding organisation or vocational standards, knowledge and skills content, assessment schedule, moderation and standardisation requirements. | <p>Awarding organisation specifications</p> <p>Vocational standards</p> <p>Assessment schedule</p> <p>Organisation/IQA requirements</p> |
| | | 3.2 | Design teaching and learning plans that respond to: <ul style="list-style-type: none"> • the individual goals and needs of all learners • curriculum requirements | <ul style="list-style-type: none"> □ Individual needs, e.g. learning preferences, opportunities to practice skills, flexible, linked assessment, minimum core opportunities. □ Curriculum requirements, e.g. knowledge content, practical skills opportunities, level, wider skills, assessment requirements. | <p>Teacher presentation</p> <p>Small-group activity</p> <p>Sample session plans from individual teaching practice</p> <p>Professional discussion</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|---|--|--|
| | | 3.3 | Explain how own planning meets the individual needs of learners | <ul style="list-style-type: none"> □ Planning, e.g. varied approaches, Kolb’s Learning Cycle (activity, reflection, research, planning), Bloom’s types of learning (knowledge, attitude, skill). □ Learner needs, e.g. learning preferences (e.g. VARK), flexible approaches, resources-based learning, fostering curiosity, encouraging independent learning, learner centred. | <p>Research and presentations</p> <p>Small-group work activity</p> <p>Tutor-or learner-led discussions</p> <p>Personal learning log</p> |
| | | 3.4 | Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners | <ul style="list-style-type: none"> □ Adapting plans e.g, vary content, change activities or sequencing, vary learning approaches, alter timings, additional resources, negotiating to meet individual needs. □ Individualised, e.g. learning plans, blended learning to increase flexibility, learner presentations, focus on group or collaborative activities, peer teaching, active rather than didactic approaches | <p>Case studies created or based on individual practice</p> <p>Small-group activity to develop individualised learning plans</p> <p>Discussion</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|--|--|---|
| | | 3.5 | Identify opportunities for learners to provide feedback to inform inclusive practice | <ul style="list-style-type: none"> □ Informal learner feedback, e.g. encourage informal in-session feedback, use of discussion, group feedback, identifying highlights at end of session. □ Planned, e.g. formal session/ unit/ course reviews, use of feedback pro forma, informal feedback, individual learner reviews, election of learner representatives, learner contributions to team meetings. | <p>Examples taken from practice</p> <p>Discussion</p> <p>Sample pro forma</p> |
| 4 | Be able to create and maintain a safe, inclusive teaching and learning environment | 4.1 | Explain why it is important to promote appropriate behaviour and respect for others | <ul style="list-style-type: none"> □ Establishing standards, e.g. policies and procedures, zero tolerance for bullying, valuing of individual, equality of opportunity, modelling of desired behaviours. □ Student responsibility, e.g. student and group contracts, peer working, inclusion, discussion of issues, group ownership, preparation for work. | <p>Case studies</p> <p>Creating a group contract/ snowballing</p> <p>Organisation policies and procedures</p> |
| | | 4.2 | Explain ways to promote equality and value diversity | <ul style="list-style-type: none"> □ Tutor involvement, e.g. flexibility in approaches, providing additional resources, proactive in recognising additional support needs, community projects, working with others. □ Learner involvement, e.g. engaging and empowering students, group work, peer working, peer assessment, community projects. | <p>Individual research</p> <p>Peer working</p> <p>Individual learning log</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|--|---|---|
| | | 4.3 | Establish and sustain a safe, inclusive learning environment | <ul style="list-style-type: none"> □ Safe environment, e.g. meeting legal requirements, organisational policy, health and safety, risk assessment, maintenance of equipment, model best practice. □ Inclusive environment, e.g. negotiating group and individual behaviours, managing students, responsive to needs, prompt response to challenging behaviours, promoting student responsibility | <p>Group activity</p> <p>Observation of practice</p> <p>Policies and procedures</p> |
| 5 | Be able to deliver inclusive teaching and learning | 5.1 | Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners | <ul style="list-style-type: none"> □ Appropriate to content, e.g. awarding organisation requirements, vocational standards, subject knowledge, opportunities for work-based learning, assessment opportunities. □ Appropriate to specialism, e.g. range of approaches appropriate to knowledge content, opportunities to practice skills, wider skills, group work, reinforcing understanding. □ Learner need, e.g. learner centred, active learning, well structured and managed, achieving required goals, promoting learning. | <p>Tutor presentation of new concepts or principles</p> <p>Small group activity, e.g. matching card game, reference Knowles delivery approaches</p> <p>Case studies</p> <p>Individual research</p> <p>Individual or group presentations</p> <p>Individual reflective activity</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|---|---|---|
| | | 5.2 | Analyse benefits and limitations of communication methods and media used in own area of specialism | <p>Verbal, e.g. didactic, tutor talk, presentation, open and closed questioning, discussion, listening, non verbal.</p> <p>Media, e.g. written materials, use of images, quality of materials, relevance to learning, impact, relevance, overhead transparencies.</p> <p>ICT, e.g. PowerPoint, VLE (virtual learning environment), audio and visual aids.</p> | <p>Role play</p> <p>Triangle/triad activity</p> <p>Research or sample materials</p> <p>Discussion, e.g. The six faces of non-verbal communication</p> |
| | | 5.3 | Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners | <ul style="list-style-type: none"> □ Effectiveness, e.g. impact, stimulating and memorable, hands-on, adaptability. □ Limit to effectiveness, e.g. availability, cost effectiveness, single or limited use, currency, overuse, appropriate to levels of language/literacy. | <p>Sample resources</p> <p>Individual research and presentations</p> <p>Demonstrations</p> <p>Practical or workshop activities</p> |

| Learning outcomes | Assessment criteria | Unit amplification | Delivery guidance |
|-------------------|--|---|---|
| | 5.4 Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners | <ul style="list-style-type: none"> □ Meeting needs, e.g. learner centred, varied, active engagement, teaching matched to knowledge content, use of powerpoint, individual research, specific to assessment, opportunities to practice skills, experimentation, workshops, groupwork. □ Resources, e.g. fit-for-purpose, stimulating, encouraging learner independence, offering alternative approaches, use of ICT, VLE to supporting independent learning, extension activities. | Examples from practice Workshop, e.g. new technologies Teaching practice and record of observation of teaching practice Learner feedback Self-assessment/evaluation |
| | 5.5 Demonstrate ways to promote equality and value diversity in own teaching | <ul style="list-style-type: none"> □ Equality and diversity, e.g. actively engaging all learners, empowering individuals, managing group and peer activities, proactive, addressing support needs, positive use of authority, action against discrimination, sharing positive perceptions, challenging stereotypes. | Role play Observed teaching practice Individual learning log |

| Learning outcomes | Assessment criteria | Unit amplification | Delivery guidance |
|-------------------|---|--|---|
| | 5.6 Adapt teaching and learning approaches and resources, including technologies to meet the individual needs of learners | <ul style="list-style-type: none"> □ Approaches, altering pace of delivery, small or whole group activities, use of peer teaching, use of e-learning, visits, external speakers, supplementing auditory with visual and hands-on. □ Resources, e.g. changing background colour for presentations or handouts, altering font type or size, adding or removing images, electronic format, software package, online resources, use of flexible or blended learning. | Examples from practice Peer teaching Workshop Teaching practice and record of observation of teaching practice Self -ssessment |
| | 5.7 Communicate with learners and learning professionals to meet individual learning needs | <ul style="list-style-type: none"> □ Learners, e.g. appropriate language and level, varied tone, pacing, two-way, responding to learners, involving learners, awareness of body language. □ Learning professionals, e.g. negotiate with colleagues on behalf of learners, specialist support providers, course/programme team, employer, work-placement providers, employment agencies, further or higher education providers specialist or training providers. | Teaching practice and record of observation Reflective activity Role play Minutes of team meetings, including SAR (Self Assessment Review) Sample records of referral |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|---|---|---|
| 6 | Be able to assess learning in education and training | 6.1 | Explain the purposes and types of assessment used in education and training | <ul style="list-style-type: none"> □ Purposes, e.g. awarding body requirements, vocational standards, formative or summative, criterion or norm-referencing, initial diagnostic, setting goals, establish level of skill, sum of knowledge, demonstration of understanding, check-and-correct. □ Types, e.g. written examination, test, multiple choice, assignment, project, practical observation, portfolio, self-assessment, reflection, verbal, witness statement, professional discussion, e-assessment or e-portfolio. | <p>Tutor presentation</p> <p>Awarding organisation documents</p> <p>Samples of assessment types</p> <p>Small-group activities</p> <p>Discussion</p> |
| | | 6.2 | Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners | <ul style="list-style-type: none"> □ Effectiveness, e.g. flexibility of internally set and marked assessment, opportunities for check-and-correct, alternative technologies; standardised, e.g. between learners, across organisation, locally, nationally □ Individual needs, e.g. appropriate level and content, reflecting specific needs, alternative methods, negotiated, opportunities to practice assessment, appropriate timing and context, re-testing or resubmission, additional observations. | <p>Individual or group research and presentations</p> <p>Individual learning log</p> <p>Examples from practice</p> |

| Learning outcomes | Assessment criteria | Unit amplification | Delivery guidance |
|-------------------|--|--|--|
| | <p>6.3 Use types and methods of assessment, including peer- and self-assessment to:</p> <ul style="list-style-type: none"> • involve learners in assessment • meet the individual needs of learners • enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current and • meet internal and external assessment requirements | <ul style="list-style-type: none"> □ Involvement, e.g. individual responsibility, ownership, sharing learning and assessment outcomes, reflection, peer or self assessment □ Individual, e.g. assessment for and with student not of student, check-and-correct, medal-and-mission, individual feedback, setting targets □ Valid, e.g. against objectives, meeting standards; reliable, e.g. appropriate criteria, rigorous, moderated; sufficient, e.g. amount, range, level; authentic, e.g. student ownership, supporting statements, attribution to source, repeatable; current, e.g. current standards, current evidence. □ Requirements, e.g. required content, appropriate criteria, current specifications, appropriate level, standardised. | <p>Teaching practice portfolio</p> <p>Individual research</p> <p>Individual or small group presentations</p> <p>Sample assessment activities</p> <p>Group activities</p> |
| | <p>6.4 Use questioning and feedback to contribute to the assessment process</p> | <ul style="list-style-type: none"> □ Questioning, e.g. open and closed questions, checking understanding, encouraging questions, formal questioning, checking underpinning knowledge in skills assessment. □ Feedback, e.g. clear, constructive, appropriate environment and timing, specific to assessment requirements, feedback sandwich (praise, criticism, praise), 'medal and mission' rewards. | <p>Role play</p> <p>Group activity</p> <p>Teaching practice observation record</p> |

| Learning outcomes | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---------------------|--|---|---|
| | 6.5 | Record the outcomes of assessments to meet internal and external requirements. | <ul style="list-style-type: none"> □ Internal, e.g. meet organisation requirements, appropriate context, internal verification of outcomes, address student needs. □ External, e.g. awarding organisation requirements, vocational standards, validated assessors, outcomes can be authenticated, auditable records. | <p>Sample assessment recording, tracking and logging documents</p> <p>Awarding organisation pro forma</p> <p>Example from individual practice</p> |
| | 6.6 | Communicate assessment information to other professionals with an interest in learner achievement. | <ul style="list-style-type: none"> □ Assessment information, e.g. student achievement, support needs, programme performance, to inform quality assurance, to inform organisational and other statistics. □ Other professionals, e.g. colleagues or subject team, manager responsible for learning programmes, employers, inspection agencies, awarding bodies, other education or training providers. | <p>Organisation policies and procedures</p> <p>Minutes of team meetings</p> <p>Professional discussion</p> <p>Sample pro forma</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|---|---|---|
| 7 | Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning | 7.1 | Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning | <ul style="list-style-type: none"> □ Teaching, e.g. discussion, individual or group presentations, project work, research, data. □ Literacy, e.g. reading, research, written work, project, test, report. □ Language, e.g. question and answer, pair work, group work, discussion, learner presentations, assessment. □ Numeracy, e.g. measurement, proportions, numbering, scale, calculation, presenting data. □ ICT, e.g. word or data processing, researching, presenting information, e-learning, use of intranet | <p>Tutor presentation and minimum core standards</p> <p>Case studies</p> <p>Discussions on session planning</p> <p>Individual or group research/presentations</p> |
| | | 7.2 | Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning | <ul style="list-style-type: none"> □ Applying, e.g. opportunities for evidence, relevant, integrated, meaningful, linked to learner needs. □ Literacy, e.g. active board, research, handouts, instructions, manuals, written tasks, tests. □ Language, e.g. fit for audience, presentations, group work, discussion, questioning. □ Numeracy, e.g. measurement, calculation, use of data, gathering and analysing number evidence. □ ICT, e.g. fit-for-purpose, e-learning and e-assessment, presentation, research, blended learning. | <p>Case studies or examples of naturally occurring evidence (embedding)</p> <p>Sample scheme of work</p> <p>Sample session plans</p> <p>Observed session feedback</p> <p>Sample resources</p> <p>Sample assessment activities</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|--|---|--|
| 8 | Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning | 8.1 | Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning taking account of the views of learners and others. | <ul style="list-style-type: none"> □ Own review of planning, e.g. fit-for-purpose, time management, meeting goals, content coverage, skills opportunities, targeted. □ View of others on delivering, e.g. formal and informal feedback from learners, tutor or mentor observation feedback, learner satisfaction survey, inspection. □ Effectiveness in assessing, e.g. achieving goals, within timescales, assessment requirements, achievement data, value-added. | <p>SWOT analysis and own session evaluations</p> <p>Review of feedback from:</p> <ul style="list-style-type: none"> • own learners and peers • tutor and mentor observation • others <p>Self Assessment Review (SAR)</p> <p>Personal learning log</p> |
| | | 8.2 | Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning. | <ul style="list-style-type: none"> □ Improving own practice in planning, e.g. mentor support, team working to support development, sharing planning models, internal verification at planning stage. □ Delivering, e.g. work shadowing, tutor support, team teaching, observation of experienced teacher, peer working, line manager support. □ Assessing, e.g. awarding organisation training or updating of curriculum requirements, updating technical knowledge and expertise, work placement, secondment. | <p>Action planning</p> <p>Working alongside an experienced practitioner</p> <p>Discussion with mentor</p> <p>Individual research</p> <p>Staff development and CPD records</p> |

Information for tutors

Delivery

The approach taken to delivering in this unit needs to reflect the skills that learners will need in the workplace as the basis of their professional practice. At the end of the unit each learner should have the confidence to be innovative and flexible in their approaches to inclusive teaching, learning and assessment in education and training in their area of specialism.

It is essential to provide opportunities for 'teaching by example' where tutor approaches may be mirrored by their learners when planning and delivering their subject specialism. To support this individual or small-group presentations, or mini-teaching sessions, can give learners the opportunity to practise skills that they can use in their own practice, as well as trying out new approaches.

Using a technique referred to as 'scaffolding' when teaching new topics, maximum support gives learners a chance to gain confidence in their own practice before they are engaged more actively in delivering to their peers. By the end of the Diploma this 'scaffolding' will have been completely removed and learners will be contributing largely to the delivery themselves – sharing their experiences through peer teaching or workshops – and gaining new knowledge through independent research, rather than relying on tutor presentations.

It is important when delivering this unit to strike a balance between tutor-centred and learner-centred activities. It is also important for learning to be reinforced through extension activities, where learners have the opportunity to apply their learning to their individual practice. This need to emphasise the links between principles and practice should be a constant theme throughout the unit. It also provides opportunities for work undertaken during sessions to be used when gathering portfolio evidence as a part of the assessment process. This should help minimise the risk of over-teaching and over-assessment.

Delivery for this unit must be seen in the context of both the level required and the sequencing – as this unit should give learners the opportunity to demonstrate the development of their knowledge, understanding and skills at the completion of the Diploma programme.

Learning outcomes 1 and 4

Delivery approaches for this learning outcome can combine information from two sources – individual research and tutor presentation. Tackling aspects of legislation for some can be boring, therefore it is important to make this as interesting and dynamic as possible. A useful source of information on roles and responsibilities will be the job description that is sent out to possible candidates when applying for a role or provided when someone starts a new job. An alternative approach would be to get learners to write a REAL job description which could identify what their roles and responsibilities actually are!

As part of the teaching role is promoting equality and valuing diversity it makes sense to include learning outcome 4 at this point – especially as most centres now include equality and diversity legislation in their codes of practice. Copies of legislation documents, regulatory requirements and codes of practice should be collected by each learner for inclusion into the teaching practice portfolio by each learner. These can be shared with peers, through presentations, or used to inform

group discussions. It is important for the tutor to provide an overview so as to link specialist areas and fill any gaps left by the composition of the peer group.

To demonstrate analysis, learners should complete a piece of written work either as an individual learning journal or as an assignment. ALL written work should include the requirement for Harvard referencing – even reflective writing – as this ensures evidence is of the required level and develops best practice in identifying sources of information used in any writing. For this unit sources of information will include copies of legislation documents, regulatory requirements and codes of practice included in the teaching practice portfolio, as well as the job description and even their CV.

Learning outcome 2

This learning outcome lends itself to the combination of group work, individual activities and making use of examples from individual practice. Not all students the learners may teach will necessarily have undertaken an initial or diagnostic assessment therefore it is important not to make any assumptions – not to teach what learners' may know already.

This should be followed up by learners gathering examples from their teaching practice of the different approaches to initial and diagnostic assessment and methods of recording agreed individual learning goals. Learners should be reminded that actual student evidence should be made anonymous before including it in their portfolio.

Learning outcome 3

This learning outcome requires a very practical, hands-on approach if it is to be meaningful to learners but not to the extent that learners provide evidence only from their own practice. Planning a scheme of work (or session plans) works best on a set of simple principles and even if learners have been writing their own session plans (most are unlikely to have had to write their own scheme of work or learning programme) they may not understand why they follow a pattern. Delivery should combine a standard pro-forma, tutor talk and small-group activity to allow for learners to immediately practice what they have been told. While learners may use a range of pro forma in their teaching practice it is important that for the class activities they use the same basic common format, rather than many individual styles.

Small-group and whole-group discussions help generate the explanations and ways plans can be adapted to meet different needs and this should be followed up with a written piece in the form of a directed reflective journal entry.

A useful practical activity is to put individual learning to the test through planning a microteaching activity – with individual learners being required to plan, deliver and evaluate a 15-minute session to their peers – on either a topic of their choice or a subject selected by the tutor.

Learning outcome 5

With principles or theories that are likely to be new to learners, it is important that the tutor takes the time to explain them carefully. This can be more focused if started with a tutor presentation and then directing learners to follow up particular aspects through their research. This makes more efficient use of time than directing learners to research and then possibly having to 'unpick' theories or learners having to listen to the same theories being presented by each of their peers. This is also an ideal opportunity for the tutor to teach by example – making use of approaches and techniques that learners can use in their own practice.

As learners are required to analyse teaching and learning approaches – in line with the Level 4 requirements of this unit – it is important that they are familiar with a range of theories of teaching and learning, communication and resourcing that they can use in relation to their own teaching practice. It is important that they have the opportunity to share experiences with others in a similar situation and therefore, discussion, is an important tool to use when delivering the different aspects of this unit.

As much of this learning outcome is based on evidence drawn from practical teaching experiences it is essential that clear and adequate guidance is provided for all learners on the skills required for effective observations of teaching practice. It is possible to provide practical opportunities through peer teaching and presentations to try out different approaches in a secure learning environment where the need to 'manage' students is not an issue. Videoing is a useful tool to help learners review their practice. It enables learners to review their teaching from their student's perspective of their own students.

Learning outcome 6

This is another learning outcome that requires the combination of theory and practice as it is important to consider a wide range of assessment techniques. This approach will help learners to appreciate the importance of using assessment, particularly formative assessment, that reflects the student's needs and recognises different approaches that contribute to the learning process. Assessment is not just what is 'done' to students, in order to meet certain criteria but is a way to check if learning is taking place and what needs to be done to help an individual student to achieve – giving students the opportunity to correct errors.

Many learners will have current experience of assessment – either through assessment they have gone through or assessment they are involved with in their teaching. This means learners can contribute to discussions by using their own examples of different assessment types. An element of competition can be introduced to group activities to help identify as many different types as possible.

It is essential that either the tutor or learners provide examples of formal assessment based on evidence that is valid, reliable, sufficient, authentic and current as well as examples of internal and external assessment requirements. These examples should reflect the importance of standardisation and quality assurance in managing assessment and can be used as a focus for group discussion.

Learning outcome 7

The delivery of this learning outcome must combine principles and practice. The tutor should address the minimum core and explain the relationship between key skills, basic skills, core skills and functional skills so that these can be demonstrated in their own planning, delivering and assessing.

To develop the ideas raised by the tutor, learners should be given the opportunity to carry out a practical activity so that they are able to work with a group of peers in planning an activity that can be used with learners for ONE aspect of the minimum core. It would be sensible to make the best possible use of the specialisms of group members so that for example anyone with experience of mathematics or ICT should work on planning an activity based on numeracy or ICT. Following the activities each group should feed back to their peers and once all presentations have been concluded there should be the opportunity for whole-group discussion so that learners can talk to others who may have experience that can be used in the discussion.

This group session should be followed up with an extended activity where each learner is required to adapt a session plan, resource and assessment activity so that they can provide specific evidence of their understanding and ability to apply minimum core elements in planning, delivering and assessing inclusive teaching and learning. Once they have completed the practical activity learners are able to analyse their own approaches to written work to meet the Level 4 requirements of this unit, making use of the principles given in the tutor presentation.

Learning outcome 8

This is not a learning outcome that can be sensibly delivered by the tutor as it requires individual reviews of own practice and action planning. It is an opportunity to use a tutorial to encourage each learner to use reflective practice. While this is the last learning outcome of the unit, reflective practice should be used from the very start of the programme and carried right through all the mandatory and optional units.

Using an individual learning log (Individual Learning Record/Personal Development Journal/Individual Learning Plan) learners should be contributing to evidence that can be used for assessment purposes. In Unit 1 it is worth being quite prescriptive concerning when and how learners need to reflect. Each learner needs to formally reflect following each teaching observation but should also be required to reflect at different stages in order to assess their own learning. These reflections can be linked to specific sets of assessment criteria in order to become part of the assessment evidence. At Level 4, learners should be able to support their personal reflections through reading around topics and these reflective activities should include Harvard referencing.

All tutorials or professional discussion between learner and tutor or mentor – can contribute to reflection and action planning and this should be recorded. All CPPD (Continuing Personal/Professional Development) should be recorded with an indication as to how it will be used to develop individual practice.

Assessment

The sample assessment activities provided offer a simple approach to the identification of possible evidence that can be used in building a portfolio for this unit. This sample assessment is not prescriptive and centres should adapt this to suit their own context or devise an alternative – in part or wholly. Any assignments developed must ensure that all assessment criteria can be met and that they can be identified in the assessment process, in both internal and external standards verification.

Sample assessment activities – Unit 2 Teaching, Learning and Assessment in Education and Training

| Criteria covered | Activity | Assessment evidence |
|--------------------------------------|--|--|
| <p>1.1, 1.2, 1.3</p> <p>4.1, 4.2</p> | <p>Research the key aspects of legislation, regulatory requirements and codes of practice relating to your own area of education and training.*</p> <p>Use this research to prepare a brief presentation for your peers. It should include your analysis of your own role/s and responsibilities and, in particular, the relationships and boundaries between your own teaching role and other professional roles.</p> <p>Your tutor will provide written feedback on the presentation techniques used so make use of the opportunity for a mini-teaching observation.</p> <p>Reflective activity: why you think it is important – and part of your responsibility – to promote appropriate behaviour and respect for others and ways you would go about promoting equality and value diversity through your approaches to education and training.</p> <p>*Record all sources referenced using Harvard referencing and include this bibliography when submitting your presentation resources for assessment.</p> | <p>Research evidence - including Harvard referencing</p> <p>Presentation resources and notes</p> <p>Tutor feedback</p> <p>Individual reflective writing</p> |
| <p>1.4, 2.1, 2.2, 2.3, 2.4</p> | <p>Research the methods of initial and diagnostic assessment used by your organisation and select at least one to be used with your learners. Use the selected initial or diagnostic assessment to agree individual learning goals with TWO different learners and record the outcomes in line with appropriate internal and external requirements.</p> <p>ONE of the selected learners should include evidence of where you have had to communicate this diagnostic assessment information to other professionals, with an interest in learner achievement, to help identify and meet specific learning needs.</p> <p>Produce a table that you could use with your learners to identify the points of referral your organisation offers and the help each can offer, e.g. finance office, registrations, student support.</p> <p>Use your research and practical examples to provide a written analysis of the role and use of initial and diagnostic assessment in agreeing individual learning goals with your learners. Explain why it is important to identify and meet the individual needs of your selected learners. (Approximately 1500 words.)</p> <p><i>*Remember to use the assignment guidelines, including Harvard referencing.</i></p> | <p>Sample diagnostic assessment activities</p> <p>2 sample ILPs</p> <p>Record for other professionals</p> <p>Table for sources of referral</p> <p>Written assignment</p> |

| Criteria covered | Activity | Assessment evidence |
|------------------|--|---|
| 3.1 | <p>Devise a scheme of a minimum of 20 hours of teaching practice. This can take the form of an hour a week over 20 weeks or 5 hours a day over 4 days – or any variation in between.</p> <p>The scheme can be based on and include any:</p> <ul style="list-style-type: none"> • taught group sessions • group practical sessions • 1x1 practical sessions or supported learning • 1x1 or group tutorial sessions. <p>Directed study or research sessions may be included but only as extension activities and NOT as a part of the 20 hours of delivered scheme of work.</p> <p>(Where teaching normally involves working 1x1 with learners it is important to try to arrange to deliver at least a part of the teaching practice requirement to a group of learners.</p> <p>The scheme of work should be in accordance with internal and external requirements for planning, delivering and assessing inclusive teaching and learning – taking into consideration the needs of learners as well as the specialist area, including opportunities for the minimum core).</p> <p>From your scheme of work select a minimum of THREE individual sessions – each of a minimum of ONE hour in length. These will be the sessions to be observed by your course tutor or subject specialist. Try to select sessions that will give you the opportunity to demonstrate a range of teaching approaches so that the observation feedback can be as useful as possible. A session plan must be provided for all observed sessions.</p> <p>It is important to arrange observations near to the start of the programme, in the middle and towards the end – as they will give you the opportunity to show your development.</p> <p>If it is not possible to cover all the requirements in a single session then a further observation/s should be arranged to cover them.</p> | <p>Teaching practice portfolio:</p> <p>scheme of work</p> <p>awarding organisation requirements (where appropriate)</p> <p>Organisation policies and procedures</p> |

| Criteria covered | Activity | Assessment evidence |
|---|--|--|
| 3.2, 3.5 4.3, 5.4, 5.5, 5.6, 5.7 6.3, 6.4, 6.5, 6.6 7.2 | <p>Design a minimum of THREE teaching and learning plans to be observed by your tutor or subject specialist that reflect:</p> <ul style="list-style-type: none"> • the individual goals and needs of all learners; and • the curriculum requirements (or vocational standards). <p>Each session plan should include:</p> <ul style="list-style-type: none"> • aims/objectives of the session • topic/content to be covered • teaching methods and learning activities (to show inclusive learning) • opportunities to address aspects of the minimum core • resources to be required for the session • formal or informal learning checks or assessment to identify learning is taking place • opportunities for giving and receiving learner feedback and/or evaluation • specific issues of differentiation, or considerations, e.g. health and safety, risk assessment. | <p>Teaching practice portfolio:</p> <p>minimum three detailed session plans each of minimum one hour</p> <p>Resources used in observed sessions</p> <p>Evidence of assessment activities used in observed sessions</p> |

| Criteria covered | Activity | Assessment evidence |
|------------------|--|--|
| | <p>Using the prepared plans each observation must provide the opportunity to demonstrate you are able to:</p> <ul style="list-style-type: none"> • establish and sustain a safe, inclusive learning environment • use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners as well as minimum core elements • demonstrate ways to promote equality and value diversity in own teaching • communicate with learners to meet individual learning needs • Use types and methods of assessment, including peer- and self-assessment to involve learners in assessment, meet the individual needs of learners, enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current and meet internal and external assessment requirements. Record results and communicate with those with a legitimate interest in learner performance. • Use questioning and feedback to contribute to the assessment process. | <p>minimum three written reports from teaching practice observations – at least one from tutor, one from subject specialist and one from either. A minimum of TWO of the observations need to be assessed using the CIF standards.</p> <p>(Current Inspection Framework)</p> <p>(See Annexe)</p> |

| Criteria covered | Activity | Assessment evidence |
|------------------|--|--|
| 3.3, 3.3 5.6 | <p>For EACH observed session produce a written evaluation to explain how own planning meets the individual needs of learners and ways in which teaching and learning plans can be adapted to meet the individual needs of learners. Include enough information to make it clear that you understand the teaching and learning processes that have been taking place. (Approximately 1000 words)</p> <p>Develop and include in your teaching practice portfolio specific examples of how you have (or would have) adapted session plans for a minimum of TWO contrasting learners, or a particular group of learners.</p> <p>Include in the teaching practice portfolio two examples of resources, including technology where appropriate, to show how you have adapted an original resource to meet the different needs of individual learners.</p> | <p>Teaching practice portfolio:</p> <p>session evaluations/ILR</p> <p>specific examples of a minimum of two contrasting learners</p> |
| 6.1, 6.2 | <p>Produce a table listing a minimum of 10 different types of assessment and against each type briefly explain the purpose and the assessment outcome.</p> <p>As part of the three observed teaching practice sessions, select and include an example of at least ONE different assessment type and method for each session.</p> <p>For EACH assessment activity provide evidence to show how:</p> <ul style="list-style-type: none"> • it meets the needs of your students and • it produces assessment evidence that is valid, reliable, sufficient, authentic and current. <p>Use research to help your understanding or assessment, and referring to the practical examples from your teaching practice observations, provide a written report to analyse the effectiveness of the assessment methods, used in your specialist area, in meeting the individual needs of your learners.</p> <p>(Approximately 1500 words)</p> <p><i>Remember to use the assignment guidelines, including Harvard referencing.</i></p> | <p>Table of assessment types</p> <p>Teaching practice portfolio:</p> <p>examples of a minimum of 2 different assessment activities</p> <p>evidence from assessment activities</p> <p>Assessment record</p> <p>Written assignment</p> |

| Criteria covered | Activity | Assessment evidence |
|------------------|---|---|
| 5.2 | <p>Undertake a piece of individual research into different theories of communications and the impact on learning. You could include Piaget, Bernstein and Vygotsky as starting places for your research.</p> <p>Use your individual research to produce a written report, using examples taken from your own teaching practice, to analyse the benefits and limitations of the communication methods you use.</p> <p>As communication is not just about verbal and non-verbal communications include other forms of communications you use in teaching – such as the different communication media used in own area of specialism, e.g. written, white board, VLE, video.</p> <p>(Approximately 2000 words)</p> <p><i>Remember to use the assignment guidelines, including Harvard referencing.</i></p> | <p>Research</p> <p>Written assignment</p> |
| 5.1 8.1, 8.2 | <p>Use the feedback provided by tutor and mentor observations, peer and learner feedback - and your own session evaluations and individual learning – log entries to review the effectiveness of your own practice in all areas of inclusive teaching and learning in:</p> <ul style="list-style-type: none"> • planning • delivering • assessing <p>Use these sources of information – and any other occasion where you may have had verbal or written feedback on your teaching – to produce a written analysis the effectiveness of the range of teaching and learning approaches you have used in your own area of specialism in meeting the individual needs of at least THREE different specific learners.</p> <p>Use your review from across the whole of your practice to identify areas for improvement in the three areas of planning, delivering and assessing inclusive teaching and learning.</p> | <p>Review of all feedback from teaching practice</p> <p>Link to personal evaluations</p> <p>Written reflective activity</p> <p>Student profiles</p> |

Suggested resources

Books

- Ashcroft K and James D (eds) – *The Creative Professional: Learning to Teach 14-19-Year-Olds* (Falmer, 1998) ISBN 9780750707404
- Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010) ISBN 9781845904609
- Gadsby C – *Perfect Assessment for Learning* (Independent Thinking Press, 2012) ISBN 9781781350027
- Gould. J – *Learning Theory and Classroom Practice in the LLLS*, (Learning Matters, 2012), ISBN 9780857258175
- Gravells A and Simpson S – *Planning and Enabling Learning in the Lifelong Learning Sector* (Learning Matters, 2010) ISBN 9781844457984
- Kidd W & Czerniawski G – *Successful Teaching 14-19* (2011), Sage Publications ISBN 9781848607125
- Petty G – *Evidence-Based Teaching: A Practical Approach, Second Edition* (Nelson Thornes, 2009) ISBN 9781408504529
- Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2011) ISBN 9780857251022
- Roffey-Barentsen J and Malthouse R – *Reflective Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2009) ISBN 9781844451845
- Tummons J – *Curriculum Studies in the LLLS*, (Learning Matters, 2011) ISBN 978184441937
- Wallace S – *The Lifelong Learning Sector Reflective Reader* (2010), (Learning Matters, 2010) ISBN 9781844452965
- Wallace S – *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition* (Learning Matters, 2011) ISBN 9780857250629

Journals and/or magazines

- Times Educational Supplement* – FE Focus
- Times Higher Education weekly* – newspaper
- Professional/vocational journals

Websites

- www.bis.gov.uk – Department for Business, Innovation and Skills (BIS)
- www.crl.org.uk – Centre for Research in Lifelong Learning
- www.excellencegateway.org.uk – Learning and Skills Improvement Service (LSIS) Excellence Gateway
- www.geoffpetty.com – Geoff Petty, on-line teaching resources
- www.ifl.ac.uk – Institute for Learning
- www.niace.org.uk – The National Institute of Adult Continuing Education (England & Wales) (NIACE)

www.skillsfundingagency.bis.gov.uk – Skills Funding Agency (SFA)

www.vital.ac.uk – Open University and Department for Education professional development programme and resources

Unit 3: Theories, Principles and Models in Education and Training

Unit reference number: A/505/0818

Level: 5

Credit value: 20

Guided learning hours: 60

Unit aim

The aim of the unit is to give learners underpinning knowledge and understanding to help in the development of their own practice in education and training. The unit includes an examination of theories, principles, and models of learning and teaching used to support education and training.

The unit addresses the importance of understanding the role of communication so that the learner is better equipped to deliver effectively. The unit also addresses the underpinning knowledge needed to create approaches to assessment that meet learner and assessment needs. Through developing an understanding of theories and models influencing curriculum development the learner is able to relate them to their own area of specialism. Through developing an understanding and ability to apply theories and models of reflection the learner will be in a better position to use the skills in the evaluation and improvement of their practice.

To provide an appropriate level of challenge, attention should be paid to developing appropriate research and study skills with learners. These skills can then be used to support the building of the essential body of knowledge to inform teaching practice. Links should be made with the practical core units *Unit 2: Teaching, Learning and Assessment in Education and Training* and *Unit 1: Developing Teaching, Learning and Assessment in Education and Training*.

Essential requirements

This unit is a prerequisite for *Unit 1: Developing, Teaching, Learning and Assessment in Education and Training (Level 5)* and learners must be given opportunities to show development of the knowledge, understanding and skills demonstrated in other units. There is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication and assessment.

This is a knowledge-based unit and therefore there is no requirement for assessment of evidence based on teaching practice, however it is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|---|---|---|
| 1 | Understand the application of theories, principles and models of learning in education and training | 1.1 | Analyse theories, principles and models of learning | <ul style="list-style-type: none"> □ Theories, principles and models, e.g. procedural v declarative knowledge (Anderson) –skills development (Gagne), scaffolding learning (Bruner/Vygotsky), knowing that/knowing how (Ryle), Inductive (Bruner) v deductive (Ausubel) approaches, situated approaches to learning (Lave and Wenger), banking concept of education (Freire), competency based models, learning as change in behaviour, learner-based models (Dewey/Rogers), constructivist approaches, Formal v non-formal learning (Erraut). | <p>Tutor presentation</p> <p>Paired learner poster creation / presentations on theories/theorists</p> <p>Whole-class discussion</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|---|---|--|
| | | 1.2 | Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment | <ul style="list-style-type: none"> Applied theories, principles and models, e.g. linking aspects of existing practice with theories, developing teacher's personal theories of learning, developing competency-based programmes, Individual Learning Plans (ILPS), product- focused learning outcomes, SMART targets, applied use of constructivist approaches, e.g. card sorts, graphic organisers, matching and labelling type activities. | Paired discussion of sessions/plans and underpinning theoretical standpoints |
| | | 1.3 | Analyse models of learning preferences | <ul style="list-style-type: none"> Models of learning preferences, e.g. Honey and Mumford and Gardner's Multiple Intelligences, learning preferences dependent on context (Entwistle), Metacognition ability to set explicit, challenging goals, to identify strategies to reach these goals and to monitor progress towards goals. | <p>Tutor presentation</p> <p>Individual activity</p> <p>Tutor-led discussion</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|---|--|--|
| | | 1.4 | Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment | <ul style="list-style-type: none"> Response to learning preferences, e.g. importance of multisensory approach to engage all learners, to challenge their dominant preference to maximise learning, to introduce alternative learning approaches, enabling individuals to see and to question their long-held habitual behaviours (Sadler Smith) and to understand strengths and weaknesses, to develop a range of learning strategies. | <p>Session plan discussion</p> <p>'Jigsaw' reading activity and group discussion</p> |
| 2 | Understand the application of theories, principles and models of communication in education and training | 2.1 | Analyse theories, principles and models of communication | <ul style="list-style-type: none"> Communication theories, e.g. language linked to stages of development (Piaget), role of language on cognitive development (Vygotsky), transactional analysis (Berne) – ego states, crossed transactions, interactionist approaches (Bruner), impact of non-verbal or body language, elaborate or restricted language code (Bernstein). Other forms of communication, e.g. accessibility (paper based and online), SMOG measure of readability, use of chatrooms (synchronous and asynchronous), distance learning communication, email communication. | <p>Collaborative activity</p> <p>Tutor-led discussion</p> <p>Case studies of learner experience</p> <p>Discussion of examples of digital and printed material for accessibility discussion</p> |

| Learning outcomes | Assessment criteria | Unit amplification | Delivery guidance |
|-------------------|--|--|--|
| | 2.2 Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment | <ul style="list-style-type: none"> □ Verbal, e.g. use of video to review sessions, use of voice, physical space, crossed transactions impact on behaviour, group v 1x1 interaction, motivational language, feedback on process and product, empowering learners, developing learner communication skills and expression, empathic, responsive. □ Non-verbal, e.g. awareness of body language, impact of emotion or ego states, script questions to assess accessibility for those with dyslexia or with English as an additional language, accessibility of handouts and digital materials, clear rubric in assessment material for validity of assessment, positive written feedback. | Individual research Group discussion of learners' own critical incidents or case studies Exemplars of feedback on learner work |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|--|--|---|
| 3 | Understand the application of theories, principles and models of assessment in education and training | 3.1 | Analyse theories, principles and models of assessment | <ul style="list-style-type: none"> Assessment theories, e.g. initial or diagnostic, raining or learning needs analysis, standardised national assessment, QCA, QCF; measure of skills, aptitude or knowledge; credible and compatible with learning programme, promoting learning, assessment OF learning and FOR learning, part of training cycle, Medal-and-Mission (Petty), check-and-correct, embedded opportunities, integrated or holistic approaches, centrality of formative assessment in teaching, 2-way feedback (Hattie), including questioning approaches (Wiliam), e-assessment, e-portfolio. | <p>Tutor presentation</p> <p>Group discussion</p> <p>Sample assessment models and standards</p> <p>Group activity</p> |
| | | 3.2 | Explain ways in which theories, principles and models of assessment can be applied in assessing learning | <ul style="list-style-type: none"> Application to assessing learning, e.g. link between initial and diagnostic assessment and retention and achievement rates, impact on planning and planning assessment schedules, writing of assignment briefs and activities. | <p>individual mini-presentations or</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|---|--|--|
| | | | | <ul style="list-style-type: none"> Formative assessment, e.g. exit cards, traffic light cards, questioning to cause thinking and to maximise learner engagement with questions, diagnostic (hinge) questioning, inclusive questioning, no opt out, cold calling, right is right, reliability, practicality, validity, sufficiency, developing strategies for positive, constructive feedback. | <p>individual presentations on assessment strategies in own context</p> <p>Class discussion of examples of assignment schedules and tracking</p> <p>Pair discussion /analysis of test questions for validity and reliability etc</p> |
| 4 | Understand the application of theories and models of curriculum development within own area of specialism | 4.1 | Analyse theories and models of curriculum and development | <ul style="list-style-type: none"> <i>Theories and principles</i>, e.g. broad – all teaching and learning related (Kelly), Humanist (Rogers, Maslow), Behaviourist (Skinner, Watson), Cognitive (Piaget, Gardner), learner-centred, developmental or progressive (Spiral), creative (Steiner/Waldorf), academic or product based (Stenhouse, Tyler), situational model (Skilbeck), curriculum as process, pyramid or spiral mastery learning (Bloom). | <p>Tutor presentation –introduction to topic</p> <p>Examples of schemes of work</p> <p>Class discussion of influences on curriculum</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|--|--|---|
| | | | | <ul style="list-style-type: none"> □ <i>Models</i>, e.g. national policy, economic, ideological (purpose of education), National Curriculum, Curriculum 2000, 14-16/19 curriculum, Diplomas, Apprenticeships, Sector Skills Councils, professional or vocational standards, intellectual process, inclusive curriculum, flexible, integrated, modular or unit-based, holistic, distance learning, blended learning. | Case studies on learner experience |
| | | 4.2 | Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism | <ul style="list-style-type: none"> □ <i>Specialist curricula</i>, e.g. applying curriculum theories to programme design, meeting requirements of awarding organisation, reflecting appropriate standards, embedded functional skills, study skills, opportunities for vocational and employer experience, variety of approaches, suited to context, building knowledge content, opportunities for development of skills, applied learning, flexible to encourage learner achievement, linking to achievement, offering learner choice, reflecting timescales and resources, promoting equality and diversity. | <p>Individual research into own curriculum area</p> <p>Produce a written report</p> <p>Individual presentation to peers</p> <p>Whole-group discussion</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|--|---|---|
| | | | | <ul style="list-style-type: none"> □ <i>Developing curricula</i>, e.g. use of technology to increase range of approaches to learning and teaching, integration of computers and internet working, interactive learning, making information more accessible, broadening horizons, opportunities for blended learning, supporting learner study, paperless portfolio, online subject forum | |
| 5 | Understand the application of theories and models of reflection and evaluation to reviewing own practice | 5.1 | Analyse theories and models of reflection and evaluation | <ul style="list-style-type: none"> • <i>Theories, principles and models</i>, Schon (reflection-in-action/reflection-on-action), Greenaway (plan-do-review), Gibbs (reflective cycle), Johns (description, reflection, influencing factors, alternative strategies, learning), Murphy (new situation, awareness of thoughts, describing situation, analysing knowledge, evaluating relevance and use of knowledge, identifying learning to apply to new experience), Moon, Dewey, Schon, Tripp: critical incident approach, Brookfield – critical lenses. | <p>Tutor presentation</p> <p>Individual presentations on different models of reflection</p> |

| Learning outcomes | Assessment criteria | Unit amplification | Delivery guidance |
|-------------------|---|--|---|
| | 5.2 Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice | <ul style="list-style-type: none"> □ <i>Reflecting on own practice</i>, e.g. Scaffolded questioning, analysing personal experiences, SWOT analysis, session evaluation, formal course evaluation, action research, use of critical thinking, questioning choices, problem solving, identifying coping strategies, identifying ways to adapt and improve current practice, identifying sources of best practice, identifying development opportunities, action planning, networking. □ <i>Alternatives approaches to reflection</i>, e.g. recording through audio or video, professional discussion, group reflection using video and web2 technologies, blogs, wikis, professional learning networks, action learning sets approach or 'video clubs' approach, collaborative approaches, using self-video in own teaching. | Individual reflective activities Action planning |

Information for tutors

Delivery

The practical aspects of learning and teaching are dealt with in other units and this unit gives learners the opportunity to focus on the underlying theories and models that provide the links between learning, communication and assessment. As much of the knowledge associated with this unit will be new to most learners tutor presentations to introduce the background theories. To consolidate learning learners should then be allowed to explore these through discussion. Equally important to developing an understanding of teaching and education is the need for learners to develop their understanding based on individual or collaborative research into underlying principles. This also gives them the incentive to develop the study and research skills required by learners working at Level 5.

It is especially important for learners to appreciate the significance of communications – both verbal and non-verbal – when it comes to learning. Learners need opportunities to analyse their own communication skills in a secure environment. If used, role play and simulation should be prepared thoroughly so that learners are involved in an appropriate and realistic way that contributes to their learning.

This unit tackles the issues of curriculum design and development – an area many learners will not have had the need to explore in depth previously. This means there is an opportunity to use more formal delivery approaches, such as lectures and tutor presentations. Once theories have been introduced it helps to then draw on the knowledge and experience of group members, as this can open up a variety of curricula approaches without over-reliance on tutor-talk. Material gathered from individual research gives learners the opportunity to carry out presentations sharing their understanding of the influences in their specialist area. Guest speakers, seminars, forums, discussion groups, case studies and simulations could also be included to extend the range. First-hand knowledge of different sectors helps to extend learning and understanding and establish networks and partnerships that enhance the overall programme – avoiding the perception that the tutor as ‘all knowing’!

Critical to this unit is the need for individuals to explore a range of approaches to reflective practice. Tutor delivery can create the initial scaffolding for the basic framework for critical thinking but the main focus of reflective practice should be through individual activities or collaborative activities among peers. This can help to provide skills that can be used in practice with learners’, students through promoting self – and peer assessment.

In this unit learners are required to engage in reading and research on an individual and collaborative basis. This can be encouraged through peer-group working or collaborative activities and by sharing experiences – as in individual presentations – where learners can be made more aware of different approaches. Learners could also combine research for this unit with research from other units using holistic approach.

As elsewhere, learners should be given opportunities to be involved in the negotiation of methods and approaches so that they can actively engage and progress through the unit content, defining and creating their own opportunities for learning. Wherever possible the unit should be related to learners’ own

teaching/training situations and experiences. They should be encouraged to evaluate their own programmes and assess their past and current practice, identifying strengths and development needs.

Learning activities

These learning activities have been included as guidance for use with the suggested assessment activities. They demonstrate one way to plan the delivery and assessment of the unit. Centres that already have a learning programme for the Diploma will find the new qualifications are very similar, however, the emphasis in some areas has changed.

It is essential that time is taken to introduce each unit so that learners are made fully aware of the extent to which the knowledge and understanding overlaps and that evidence generated from one unit provides underpinning knowledge for another. This idea of the holistic nature of learning and teaching is critical.

Learning outcome 5

Although it may seem strange to suggest learning outcome 5 as the starting point for delivering this unit it is essential that learners appreciate that they need to understand the application of theories and models of reflection and evaluation so that this can effectively review their own practice. There are widely differing approaches to reflection and each learner needs to understand the importance of reviewing their practice, comparing it with other approaches and adopting strategies that best suit their practice and context. Used inappropriately, reflection can be considered to be 'navel gazing' rather than the essential tool to self assessment and improvement in practice. Learners must learn from their mistakes and be able to celebrate and reinforce success.

As the range of theories and models of reflection can be confusing and contradictory it is best to structure the introduction of this topic with either a tutor presentation or individual presentations of different models of reflection. This should be followed with a group discussion of the strengths and weaknesses of different examples of teacher reflection and evaluation with the possible inclusion of a 'spoof assessment' as a fun activity. Learners can be encouraged to experiment with different models of reflection through their portfolio or individual learning record but it is important to provide scaffolding in the early stages with particular tasks and timings identified for reflection. Wherever possible, reflective activities should be linked to specific assessment criteria. This will mean the reflection has a clear purpose rather than being an abstract activity and, by generating 'naturally occurring evidence', is more likely to become an automatic process throughout the units.

When using reflection and self-evaluation during teaching practice activities it helps if learners self-film sessions and watch them in order to reflect more accurately on their performance. Where possible, these can be shared with peers and ideas can be exchanged. Opportunities should be taken to observe peers and more experienced practitioners, and reflect and evaluate these sessions to appreciate different approaches and contexts. This helps to create a much broader understanding of the complex nature of teaching and learning. By reflecting on teaching and learning in a completely different environment, with very different learners, each individual will develop the skills required to be more flexible and adaptable in their own approaches.

Learning outcome 1

In order to understand the application of theories, principles and models of learning in education and training learners need to be introduced to a range of possible theories or models. This will mean they have a number of possible approaches to review when relating these to their own practice. All new knowledge should be discussed through tutor-led discussion -highlighting links between theory and practice throughout the units. By explaining there is no practice without theory, no theory without practice the tutor can create an appropriate level of challenge to stimulate learners to research approaches they can relate to their own practice. This can be achieved through paired presentations – learners carry out paired research and prepare presentations /posters on theories /theorists e.g. Wenger, Bruner, constructivism, behaviourism, Knowles, humanism etc...making links to their own practice. This has the advantage of learners supporting each other and sharing expertise in relation to both the research and the presentation.

To 'teach by example' it is important to give learners opportunities for learner-centred group work activities – such as a 'Sorting and Grouping' activity. This is a simple approach to the influences of theories, models and principles on aspects of education and training under the headings of constructivism, behaviourism and humanism (for example ILPs, target setting – under behaviourism, card sorts under constructivism, treating learners as individuals under humanism).

An extension activity could include paired discussion of specific session plans and evaluations from observed sessions making links between theories and actual activities and approaches in the session. This could also be used as individual or peer reflective activities, with a requirement for reflection-on-practice to be supported with background reading and referencing. This is an important aspect of the Level 5 requirements.

Learning outcome 2

As communication tends to be an area where learners may not necessarily understand the full impact on education and training, it is important to provide as many 'active' learning experiences as possible. This means that theory can then be used to help explain the process and outcome of different approaches to communicating. This involves learners in the process more closely – as they will not be provided with the theory then asked to apply it to practice but are required to 'practice' then interpret the theory.

One approach to communications can be a collaborative activity in pairs: 'back to back'. Giving instructions – either for drawing or building with blocks – the 'learner' is relying only on verbal directions, with no visual clues or example to follow. The same activity can be used with a whole group, with eyes closed, folding and refolding a piece of paper and tearing off a corner... where you should end up with a 'snowflake' shape – but only the tutor with eyes open knows where tears are being made. The activity must be consolidated through tutor-led discussion on the challenges provoked through learning from experiential activity, when given only part of the information necessary to succeed! This approach should be developed through extension activities such as individual research and analysis of case studies from learners' experiences, analysing the positive or negative impact of aspects of communication on teaching, learning and assessment. This links delivery directly to the assessment requirements.

An alternative group activity is the 'Triad Activity' – with the group organised in trios. Roles are allocated – talker, listener and observer – and a two minute time allocation with strict adherence to roles. A topic may be selected beforehand for example, 'What I did on my holidays' to provide focus. An added dimension may be to provide 'secret directive' such as 'appear bored', 'stare intently', 'keep interrupting', 'ask questions', 'doodle' or 'fidget'. The observer should take notes. After the allocated time the roles are changed until each of the trio has had a chance at talking. The talkers then share their experiences, then as listeners, then the observers feedback their notes. This should be followed by whole-group discussion of experiences, to highlight the impact of communication from the teacher/talker perspective and the learner/listener perspective. The observer is an important role and they should note responses during the activity.

Essential to classroom communication are the resources – digital or printed. Paired or class discussion of examples of material can focus on use of language, clarity, impact, use of images or 'white space' etc... for accessibility and usefulness. It may be appropriate to introduce the SMOG indices of readability where texts can be assessed from different readers' perspectives – for example where learners work with specific learning difficulties.

This review of communication can be extended to a discussion of exemplars of feedback on learner work – considering how written communication may be viewed by the recipient. It can be further extended through individual research followed by group discussion of learners' own critical incidents or case studies relating to communications. These should contribute to portfolio building as part of assessment.

Learning outcome 3

In relating theories, principles and models of assessment can be through tutor presentation or through individuals preparing a presentation, justifying the main assessment approach in their specialist area. This could also provide an opportunity to highlight the role of assessment running through practice – teaching file – units etc.

A learner-centred approach that could be adapted to their learners' assessment practice could using an individual or pair activity to match definitions with terms. It can be based on a number of cards with assessment terms and associated definitions. This could be followed with pair discussion/analysis of test questions for validity and reliability and a consideration of SMART assessment to check when assessment approaches are truly 'fit-for-purpose'.

An approach using individual research and sharing with peers could focus on justifying different formative assessment methods and questioning approaches. This should take the form of mini-presentations of different formative teaching methods, including specific approaches to questioning for example... right is right, assertive questioning, no opt out, diagnostic questioning etc... Alternatively, individual presentations could focus on assessment strategies in a learner's own context. This should be followed by whole-group discussion of sample assessment models and standards.

Class discussion of examples of assignment schedules and tracking helps to identify evidence from practice (it can contribute portfolio building). Tutor input can help link assessment with the role of quality assurance and the need for internal verification of assessment activities and outcomes.

Learning outcome 4

As curriculum development tends to be a fairly abstract concept to many in education and training initially it will help to initially rely on being tutor led for example group wordstorm 'Meaning of Curriculum' to be followed by tutor presentation introducing principles of curriculum and key examples. Leading to whole-group discussion, this can link models to examples from practice. Followed by a small-group activity, based on contrasting approaches to curriculum design, this enables learners to share experiences, summarise findings and share key ideas through whole-group feedback. A tutor summary can set up individual extension activities for preparation for presentations, followed by group roundtable discussion. A written report of the learning from both activities provides assessment evidence.

This also provides an excellent opportunity to link to the use of evidence from the teaching practice portfolio in order to review the design and implementation of learning programmes (Schemes of work, session plans, individual learning plans) in accordance with the theories, principles and models of curriculum design, it can also promote equality of opportunity and value diversity and enable learners to use the theories in order to evaluate:

- the effectiveness of own practice in own specialist area,
- strengths and areas for improvement to own practice
- professional development opportunities to improve own practice.

This links to wider professional practice and the teaching, learning and assessment aspects of other units.

Assessment

This is a Level 5 knowledge-based unit therefore the approach to assessment should reflect this. It is important that learners are given adequate guidance and support in the writing of all assessment activities in order to encourage development of the study skills and level of academic writing necessary to achieve the unit. To reduce the burden of assessment, use should be made of classroom activities when considering opportunity for identifying appropriate evidence, for example materials prepared for presentations, along with the presentations themselves, should be assessed as a part of the portfolio evidence. Evidence from collaborative activities should be considered as meeting assessment criteria where it is possible to evidence appropriately. Records of professional discussions can also be used in place of written work as they form a part of reflective practice. It is important to consider the different ways that assessment may be carried out so that the learner can apply them to their practice, engage their learners in more interesting and varied assessment activities.

Written work is necessary in order to assess the skills of analysis and academic writing required by a Level 5 qualification but written work may take a variety of forms, for example essay, report, project, case study, reflective journal, examination. When designing assessment activities these different approaches should be considered. A single approach should not be used throughout as it is repetitive and potentially boring. When looking at applying theories to practice it makes more sense to use a different approach to that used for analysing theories

that have been researched through reading, so one could be a case study while the other is more appropriate as an essay. Creative approaches to assessment – and the identification of assessment evidence – make the process of assessment more interesting, more useful and more relevant when contributing to the learning process. The sample assessment activities that have been provided offer a simple approach to the identification of possible evidence that can be used in building a portfolio for this unit. They are not prescriptive and centres should either adapt this to suit their own context or devise an alternative. Any assignments developed must ensure that all assessment criteria can be met and identified in the assessment process, in both internal and external standards verification. Learners must meet all assessment criteria in order to pass the unit.

Sample assessment activities

| Criteria covered | Activity | Assessment evidence |
|------------------|--|-----------------------------------|
| 5.1 5.2 | <p>Using the provided reading list, analyse the range of theories, principles and models of reflective practice research and select one to start producing your reflective activities. Begin with a justification of the reasons for selecting the chosen approach, supporting it with evidence from your research.</p> <p>This forms your 'Personal Learning Journal'. It should be continued throughout the course and you should use it to reflect on a regular basis and for 'Eureka' moments.</p> <p>As part of your Personal Learning Journal produce an individual statement to analyse how the development of wider skills can improve student motivation, confidence and achievement. Collect examples from practice to include in your teaching practice portfolio.</p> <p>Personal development record entry</p> <p>As part of your Personal Development Record collect evidence from practice and produce an individual statement to report on the validity and reliability of data relating to your learners and the role of assessment and evaluation in the quality cycle. Explain your role in and contribution to the quality improvement and quality assurance in your organisation.</p> <p>Personal development record entry</p> <p>Plan-participate-record-evaluate a minimum of 20 hours of appropriate professional development opportunities that meet your development needs and improve your wider professional practice</p> | Personal learning journal entries |

| Criteria covered | Activity | Assessment evidence |
|------------------|--|--|
| 1.1 1.2 | <p>Undertake research into theories, principles and models of learning that can be related to your area of practice, learners and subject.</p> <p>Use this research to analyse those theories that can be related to your practice.</p> <p>Draw on examples taken from your teaching practice to help explain ways in which theories, principles and models of learning can be applied to your teaching, learning and assessment.</p> <p style="text-align: right;">Word guidelines: approximately 2000–2500</p> | <p>Background research</p> <p>Essay</p> |
| 2.1 2.2 | <p>Making use of a range of resources, undertake individual research on ways in which theories and principles of communication can be applied to learning and teaching.</p> <p>Use this research to help select a minimum of TWO case studies from your teaching practice, providing examples of different situations where communications have had a clear impact on teaching and learning or where the impact was negative but where you learnt from the situation.</p> <p>ONE case study should relate to 1:1 communications.</p> <p>ONE case study should relate to group communications.</p> <p>Use these case studies to analyse the impact of communication on learning and the effectiveness of your application of theories and principles of learning and communication, as well as your strengths and areas for improvement.</p> <p style="text-align: right;">Word guidelines: approximately 2500–3000</p> | <p>Case studies</p> <p>Examples from teaching practice portfolio</p> |

| Criteria covered | Activity | Assessment evidence |
|------------------|--|--|
| 3.1 3.2 | <p>Based on one assessment scheme from your teaching practice portfolio, research a range of theories and principles of formal and informal assessment that are demonstrated in the design of the scheme, in order to produce a detailed written report, It should be supported with evidence from at least THREE examples of assessment improving learning, in order to analyse the relationship between assessment and inclusive learning.</p> <p>A sample assessment from ONE student from each example should be included to help justify the design of formal and informal assessment methods and instruments employed in specialist areas, and the impact on enabling learning and progression for different learners.</p> <p>In summary:</p> <ul style="list-style-type: none"> • analyse the effectiveness of your assessment practice • identify and share your strengths and areas for improvement. | Written report, samples of learners' work, background research |
| 4.1 4.2 | <p>Undertake individual research into appropriate theories, principles and models of curriculum that can be related to your area and students. Use the result of your researches to prepare materials for your individual presentation – to be presented to other members of your group.</p> <p>Your presentation must include:</p> <ul style="list-style-type: none"> • your analysis of the theories and models more appropriate for your specialism • ways the curriculum approach can differ according to the context in which it is provided • how the curriculum in your specialist area meets the needs of your learners. <p>Present this information in a way that shows clearly the links between your practice and the appropriate theories or models, include appropriate referencing throughout.</p> <p>Take the opportunity to use a range of approaches to learning and teaching in your presentation, that can count towards your teaching practice and observation requirements.</p> <p>Following the group presentations select at least one contrasting curriculum so that you can evaluate the effectiveness of your practice and the ways in which curriculum may vary according to different contexts and needs.</p> | <p>Individual research</p> <p>Individual presentations</p> <p>Presentation materials</p> |

Suggested resources

Books

General education

Avis J, Fisher R and Thompson R (eds) – *Teaching in Lifelong Learning: A Guide to Theory and Practice* (Open University Press, 2009) ISBN 9780335234684

Cohen L, Manion L, Morrison K and Wyse D – *A Guide to Teaching Practice, 5th edition* (Routledge, 2010) ISBN 9780415485586

Corder N – *Learning to Teach Adults: an Introduction* (Routledge Falmer, 2007) ISBN 9780415423632

Crawley J – *In at the Deep End: A Survival Guide for Teachers in PCE* (Routledge, 2010) ISBN 9780415499897

Duckworth V, Wood, J, Dickinson J & Bostock J – *Successful Teaching Practice in the Lifelong Learning Sector* (Learning Matters, 2010) ISBN 978-1844453504

Gould J – *Learning Theory and Classroom Practice in the LLLS* (Learning Matters, 2012) ISBN 9780857258175

Griffith A – *Outstanding Teaching: Engaging Learners* (Crown House Publishing, 2012) ISBN 9781845907976

Hattie J – *Visible Learning for Teachers: Maximising Impact on Learners* (Routledge, 2011) ISBN 9780415690157

Illeris Knud – *Contemporary theories of learning: learning theorists: in their own words* (Routledge, 2009) ISBN 9780415473446

Keeley-Browne L – *Training to Teach in the Learning and Skills Sector* (Pearson, 2007) ISBN 9781405812382

Kidd W Czerniawski G – *Successful Teaching 14-19* (Sage Publications, 2011) ISBN 9781848607125

Lemov D – *Teach like a Champion* (John Wiley & Sons, 2011) ISBN 9781118296820

Olson Matthew H Hergenbahn B R– *An Introduction to the theories of Learning* (Pearson Education Limited, 2012) ISBN 9780205871865

Petty G – *Teaching Today: A Practical Guide* (Nelson Thornes, 2004) ISBN 9780748785254

Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2011) ISBN 9780857251022

Race P – *Making Learning Happen* (2nd edn) (Sage, 2010) ISBN 9781446243848

Reece I and Walker S – *Teaching, Training and Learning: A Practical Guide* (Business Education, 2007) ISBN 9781901888560

Rogers J – *Adults Learning* (Open University Press, 2001) ISBN 9780335206773

Tight M Key Concepts in Adult Education and Training (Routledge, 2012) ISBN 9781134476107

Wallace S – *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition* (Learning Matters, 2011) ISBN 9780857250629

Communication

Evans D W – *People Communication and Organisations* (Pitman' 1990)
ISBN 9780273032694

Ludlow R, Paton F – *The Essence of Effective Communications* (Prentice Hall, 1992)
ISBN9780132848787

Nunan D – *Introducing Discourse Analysis* (Penguin, 1993) ISBN 9780140813654

Schoeman M – *Confidence, Communication and You* (lulu.com, 2011)
ISBN 9781447779735

Stubbs, M – *Language, Schools and Classrooms* (Routledge, 2012)
ISBN 9781136469923

Thornbury S – *About Language* (Cambridge University Press 1997)
ISBN 9783125332034

Assessment

Gadsby C – *Perfect Assessment for Learning* (Independent Thinking Press, 2012)
ISBN 9781781350027

Gibbs G, Habeshaw S and Habeshaw T – *53 Interesting Ways to Assess your Learners* (Technical and Educational Services, 1993) ISBN 9780947885120

Gould J – *Learning Theory and Classroom Practice in the LLLS Learning Matters* (2012), ISBN 9780857258175

Petty G – *Evidence-Based Teaching: A Practical Approach, Second Edition* (Nelson Thornes, 2009) ISBN 9781408504529

William D. *Embedded Formative Assessment Solution Tree* (2011)
ISBN 9781934009307

Wood J & Dickinson J – *Quality Assurance and Evaluation in the Lifelong Learning Sector* (Sage 2012) ISBN 9781844458370

Curriculum

Bloomer M – *Curriculum Making in Post-16 Education* (Routledge, 2002)
ISBN 9780203203439

Kelly A V – *The curriculum: theory and practice* (Sage, 2009)
ISBN 13 9781847872753

Lea J Hayes, D Armitage, A, Lomas, L and Markless, S – *Working in Post Compulsory Education* (Open University Press, 2003) ISBN 9780335211050

Neary M – *Curriculum Studies in Post-Compulsory and Adult Education: A Teacher's and Student Teacher's Study Guide* (Nelson Thornes, 2002) ISBN 978-0748764426

Oakland J – *Total Quality Management* (Butterworth, 1994) ISBN 978-0750609937

Petty G – *Evidence-Based Teaching: A Practical Approach, Second Edition* (Nelson Thornes, 2009) ISBN 9781408504529

Tummons J – *Curriculum Studies in the Lifelong Learning Sector* (Learning Matters, 2011) ISBN 978184441937

Young M F D – *The Curriculum for the Future* (Falmer, 1998) ISBN 978-0750707886

Reflective practice

Brookfield S D – *Becoming a Critically Reflective Teacher* (Jossey-Bass Higher and Adult Education, 1995) ISBN 9780787901318

Gibbs et al – *53 Interesting Ways to Appraise Your Teaching* (Technical & Educational Services Ltd, 1989) ISBN 9780947885274

Hillier Y – *Reflective Teaching in Further and Adult Education* (Continuum, 2005) ISBN 0826479650

Moon J. – *Reflection in Learning and Professional Development* (Routledge, 2013) ISBN 9781136763632

Roffey-Barentsen J and Malthouse R – *Reflective Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2009) ISBN 9781844451845

Wallace S – *The Lifelong Learning Sector Reflective Reader* (Learning Matters, 2010) ISBN 9781844452965

Journals and/or magazines

Journal of Curriculum Studies Taylor and Francis London

Times Educational Supplement – FE Focus

Times Higher Education – weekly newspaper

Professional/vocational specific journals

Websites

www.bis.gov.uk – Department for Business Innovation and Skills

www.crlf.org.uk – Centre for Research in Lifelong Learning

www.Dylanwiliam.net – Dylan Wiliam, professional development materials

www.excellencegateway.org.uk – Learning and Skills Improvement Service (LSIS)

www.geoffpetty.com – Geoff Petty, online teaching resources

www.ifl.ac.uk – Institute for Learning

www.infed.org – informal education

www.learningandteaching.info/ – approaches to learning and teaching

www.niace.org.uk – The National Institute of Adult Continuing Education

www.ofsted.gov.uk – Office for Standards in Education

www.skillsfundingagency.bis.gov.uk – Skills Funding Agency (SFA)

www.Teacherstoolkit.com – sources for teaching resources

www.vital.ac.uk – Open University and Department for Education professional development programme and resources

Unit 4:

Wider Professional Practice and Development in Education and Training

Unit reference number: J/505/0837

Level: 5

Credit value: 15

Guided learning hours: 50

Unit aim

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

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

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

Essential resources

There are no essential resources for this unit. As with other units, it is recommended practice to relate knowledge and understanding to practical experience. This unit provides evidence that is supported by practice which contributes to the overall 100 hours requirement for teaching practice.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|---|---|---|
| 1 | Understand professionalism and the influence professional values in education and training | 1.1 | Define the concept of professionalism and dual professionalism in education and training | <ul style="list-style-type: none"> □ Professionalism, e.g. autonomy, code of conduct, roles and responsibilities, concepts of leadership, national bodies, national professional standards, professional recognition, higher qualifications. □ Dual professionalism, e.g. specialist area plus specialist teaching; membership of professional bodies, e.g. Institute for Learning, Qualified Teacher Learning and Skills status (QTLS), National Professional Standards. | <p>Tutor presentation</p> <p>Individual activity followed by small-group discussion</p> <p>Tutor-led discussion</p> |
| | | 1.2 | Explain ways in which own professional values influence own practice in an area of specialism | <ul style="list-style-type: none"> □ Impact of professional values, e.g. meeting organisational policies and procedures, audit of competence, promoting quality in teaching and learning, expectation for high standards, establishing and sharing best practice, updating specialist knowledge and skills, working to current awarding organisation requirements, targets for raising personal standards, engaging in CPD opportunities in improving professional qualifications. | <p>Case studies in areas of specialism</p> <p>Small group-work followed by feedback and whole-group discussion</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|---|---|---|
| 2 | Understand the policy context of education and training | 2.1 | Explain ways in which social, political and economic factors influence education policy | <ul style="list-style-type: none"> □ Social factors, e.g. raising standards, promoting widening participation, not in education, employment or training (NEETS), engaging under-represented groups, addressing differences in performance between minority groups, engaging and identifying community composition and needs, responding to impact of migration and immigration, supporting local initiatives. □ Political factors, e.g. economic growth and prosperity agenda, community regeneration; analysis of educational policies in terms of ideological underpinning, influence of national events on educational policy; national and devolved government responsibility for economic, business and skills development; European union, government legislation. □ Economic factors, e.g. reflecting local employment needs, identifying and addressing local and regional skills gaps, establishing links with commercial and business activity, responding to and promoting employment opportunities, partnerships and collaboration, impact of globalisation on business needs, responding to evolving and priority sectors, changing workforce demographics, encouraging investment. | <p>Tutor presentation</p> <p>Tutor-led discussion</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|---|---|--|
| | | 2.2 | Analyse the impact of current educational policies on curriculum and practice in own area of specialism | <ul style="list-style-type: none"> □ Impact of policy on curriculum, e.g. creating curriculum framework, programmes of study, raising school age, promoting literacy and numeracy, promoting vocational qualifications, learning for employment, wider skills. □ Impact of policy on practice, e.g. assessment of learning through standardisation of qualifications, setting inspection standards and targets, addressing target and performance indicators, benchmarking in line with national sampling strategies requirement for quality assurance (QA) and improvement (QI). | <p>Individual research</p> <p>Individual presentations</p> <p>Whole-group discussion</p> <p>Tutor summary to address specific aspects and promote further research</p> |
| 3 | Understand the impact of accountability to stakeholders and external bodies in education and training | 3.1 | Explain the roles of stakeholders and external bodies in education and training | <ul style="list-style-type: none"> □ Stakeholders, e.g. external customers, suppliers, internal staff, senior management, parents, students, awarding organisation, employers, further or higher education providers, training providers □ Roles, e.g. building expertise, specialist staff, physical and human resources, customer support, IT support, marketing, sponsorship or grants, finance, work experience, progression. | <p>Tutor presentation</p> <p>Small-group activities in preparation for group presentations</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|--|--|--|
| | | 3.2 | Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training | <ul style="list-style-type: none"> □ Impact of accountability, e.g. meeting targets, qualified and experienced staff, policies and procedures, clarity of reporting, national vocational standards, offering nationally recognised qualifications, awarding organisation requirements, responsive to stakeholders, building reputations, offering tailor-made qualifications, building links with industry, work based learning, staff development for professional or vocational updating | <p>Tutor input</p> <p>Paired research</p> <p>Visiting speaker(s)</p> |
| | | 3.3 | Explain why it is important to work in partnership with employers and other stakeholders in education and training | <ul style="list-style-type: none"> □ Partnerships with employers, e.g. ensuring currency and validity of qualifications, workplace assessment opportunities, sharing resources, liaising to meet student needs and assessment requirements, minimising risks associated with placements, quality assuring programmes, progression opportunities. □ Partnerships with other stakeholders, e.g. schools, collaborative programmes, vocational courses, progression routes, alternative learning routes; parents, e.g. reporting on learner progress, community learning projects; awarding bodies, e.g. meeting assessment and verification requirements, qualification and resource development, staff development. | <p>Individual reflection</p> <p>Group discussion of case studies generated from individual experiences</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|--|---|--|
| | | 3.4 | Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism. | <ul style="list-style-type: none"> □ Impact on curriculum design, e.g. meeting needs of stakeholders, tailor-made programmes, qualifications reflecting occupational needs, opportunities for progression, national standards, integrating wider skills, use of new and developing technologies. □ Impact on delivery and assessment, e.g. flexible and blended learning, integrated learning opportunities, work-based learning and assessment, meeting awarding organisation standards, alternative approaches to assessment, rigorous management of assessment and quality assurance procedures, | <p>Individual research</p> <p>Reflective activity, e.g. individual learning record or personal development journal</p> |
| 4 | Understand the organisational context of education and training | 4.1 | Explain key aspects of policies, codes of practice and guidelines of an organisation | <ul style="list-style-type: none"> □ Policies, e.g. accessibility, equality and diversity, health and safety, confidentiality, transparency of management, organisational responses to new Common Inspection Framework, identified roles and responsibilities, observation of teaching, assessment policies, learner support provision, sharing and support for best practice, integrated approaches, staff satisfaction. | <p>Individually prepared case studies based on own organisation</p> <p>Small-group review of organisational policies</p> <p>Specialist speaker/s</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|---|---------------------|---|--|--|
| | | 4.2 | Analyse the impact of organisational requirements and expectations on curriculum practice in own area of specialism | <ul style="list-style-type: none"> □ Requirements, e.g. addressing individual and collective responsibilities, meeting health and safety requirements, promoting diversity and equality of opportunity, integration of minimum core, contribute to verification processes, maintaining planning documentation, secure maintenance of student records, approved workplace practices. □ Expectations, e.g. personal and professional updating, evaluation of practice, review currency of personal skills, working with others, identifying areas for improvement (TNA), researching own curriculum areas, use of new and developing technologies. | <p>Individual research</p> <p>Written assignment</p> |
| 5 | Be able to contribute to the quality improvement and quality assurance arrangements of own organisation | 5.1 | Analyse the quality improvement and quality assurance arrangements of own organisation | <ul style="list-style-type: none"> □ Quality improvement, e.g. quality improvement plan, sharing best practice (Advanced Practitioners, peer observations), staff mentoring, in-service training, creating opportunities for promotion and personal development. □ Quality assurance, e.g. standardised pro forma and course files, verification of documentation and assessment, course review, observation scheme, achievement prediction and tracking, self assessment review, annual staff review. | <p>In-tray exercise or simulation to design a rigorous IQA system</p> <p>Small-group presentations</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|---|--|--|
| | | 5.2 | Explain the function of self-assessment and self-evaluation and the quality cycle | <ul style="list-style-type: none"> □ Self-assessment, e.g. informal session and course evaluation, formal self assessment review, using feedback from others to inform practice. □ Quality cycle, e.g. respond to student feedback, identify opportunities for change, implement change and evaluate, identify modification of future delivery, measure impact of change | <p>Individual reflective activity</p> <p>Case studies</p> |
| | | 5.3 | Evaluate a learning programme taking account of the quality maintenance of own organisation | <ul style="list-style-type: none"> □ Evaluate a learning programme, e.g. learner surveys, focus groups, formal and informal learner feedback, team review, early review to check meeting expectations, on-programme to ensure satisfaction, reactive in response to concerns, meeting targets, learner achievement records, value-added rates, opportunities for action planning | <p>Small group activities based on in-tray exercise</p> <p>Specialist speaker</p> |
| | | 5.4 | Identify areas for improvement in the learning programme taking account of the outcomes of evaluation | <ul style="list-style-type: none"> □ Evaluation outcomes, e.g. outcomes of course evaluations, student survey data, benchmarked retention, achievement and success data, value-added achievement, student progression data, self assessment report (SAR), teaching team feedback, feedback from stakeholders, feedback from internal and external verification, discuss findings with line manager to implement change, share need for change with those responsible for quality assurance. | <p>Individual research</p> <p>Individual presentations</p> <p>Whole-group discussion</p> |

| Learning outcomes | | Assessment criteria | | Unit amplification | Delivery guidance |
|-------------------|--|---------------------|--|---|-------------------|
| | | | | <ul style="list-style-type: none"> □ Areas for improvement, e.g. plan changes in delivery approaches, new delivery techniques, development of resources, use of new technologies or online resources, more flexible approaches to improve access to programme, opportunities for staff development, working with stakeholders. | |

Information for tutors

Delivery

As this is a broad unit which deals with wider professional practice, it is important to provide an opportunity to encourage individuals from across the education and training sector to share experiences to inform and inform others. The sharing of first-hand knowledge of different sector areas helps extend learning and understanding and helps to establish networks and partnerships between learners. This can enhance overall provision and place responsibility for learning on learners rather than expecting the tutor's knowledge to be all-encompassing. There is scope for much of the unit to be covered through presentations from learners. Guest speakers, seminars, forums, discussion groups and case studies can also be used to help broaden perspective. Wherever possible an holistic approach should be taken to highlight the relationship of aspects of professional practice.

This unit offers opportunities for learners to engage in reading and research, on an individual as well as a collaborative basis, into the socio-economic and political factors that influence professional practice in different contexts. Learners could combine the evidence for this unit with the research carried out in other units by collecting primary research data, for example through developing questionnaires or conducting interviews across the sector.

In relation to quality assurance and improvement this unit should be used to give learners the opportunity from a range of specialist areas and organisations to share different work-based practice. Sharing individual experiences allows learners to understand wider professional practice based on examples taken from contexts that they will be able to relate to through collaborative activities. Every possible opportunity should be taken to identify naturally occurring evidence that can contribute towards portfolio building to reduce the risk of either over-teaching or over-assessing.

As elsewhere learners should have opportunities to be involved in the negotiation of methods and approaches so that they may actively engage throughout the unit, defining and creating their own opportunities for learning. Wherever possible the content of the unit should be related to the learners' own teaching situations and experiences. They should be encouraged to evaluate their own courses and assess their past and current practice, identifying areas of strength and opportunities to address development needs and drawing evidence from the teaching practice requirement throughout.

Learning outcome 1

This unit provides the opportunity for the tutor to summarise work on professionalism covered in other units and to highlight the thread of professionalism running through all aspects of their practice and the qualification (see professional standards in each of the domains in the Professional Standards). To reinforce learning tutor presentation should be followed with either whole- group or small-group discussion.

Small group activity: there are different definitions of 'professional' and 'professionalism', learners should be given the opportunity to discuss shared characteristics and agree on their own definition. The tutor can collect feedback and present the consensus definition of terms to the group. The tutor can then present the notion of dual professionalism, i.e. teachers being professionals in own area of specialism in addition to teaching and training.

Learners should have the opportunity to discuss the influence of their professional values on their practice, in their teaching and own area of specialism or use it to generate assessment evidence.

Learning Outcome 2

To help learners understand the complexities of the policy context of education and training it would be appropriate to use tutor presentation to summarise policy initiatives from 1995 onwards. This introduces learners to a range of aspects of policy formation and provides the opportunity for tutor-led discussion of ideological underpinnings of policies. This could then be reinforced through individual research on policies that are most relevant or interesting to individual teachers and it provides evidence of the most relevant impact on practice this can be used in a reflective journal entry.

Learning Outcome 3

As issues around stakeholders and partnership working will be new to many undertaking initial teacher training it is important to provide a clear and informed overview through tutor presentation. As stakeholders or partnerships are an essential aspect of areas of vocational learning this can provide the opportunity for learners involved with more vocational contexts to be drawn in to leading discussion groups or peer teaching to others in the group. This can provide specific examples to complement the tutor's more generic presentation.

Visiting speakers representing any of the stakeholder groups could enliven the delivery as would asking trainees to consider their involvement AS stakeholders for example as parents or employers.

Individual research and a reflective activity, for example an individual learning record or personal development journal, will reinforce learning and allow for focus on an individual education or training context.

Learning Outcome 4

To help learners understand the organisational context of education and training the most appropriate approach to delivery is to use group discussion of case studies based on individual learner experience of the impact of their own organisational requirements/policies on education and training for example resources, timetabling, funding. Through discussion of the Common Inspection Framework (CIF) it is possible to identify the influence of inspection criteria on individual organisation policies and procedures – including the use of observation, mentoring and the measure of success in the form of performance data, achievement or progression tracking.

'Round Table' discussion – after three individual learners have researched 'the impact on practice of': national, local or institutional context / policy– provides an opportunity for active involvement in developing Level 5 skills. This approach also provides an example of delivery that learners could consider using in their own practice. The research and discussion can be combined to provide an opportunity for providing portfolio evidence, such as in an individual learning record or personal development journal.

Learning Outcome 5

This is a practice-based learning outcome that requires learners to be able to contribute to the quality improvement and quality assurance arrangements of their own organisation. As such it is essential that learners draw on experiences that help them understand the purpose and processes for organisational quality monitoring, using personal examples where possible. Directed study can focus learners on gathering evidence from their own organisation and to analyse it so that they can prepare a case study to share with their peers. Giving learners the opportunity to discuss and analyse a range of case studies, for example course review, observation scheme, self-assessment and responding to course review and evaluation, allows a review of different models of quality assurance (QA) cycles. All these activities generate evidence that can contribute to portfolio building and assessment.

Assessment

The sample assessment activities that have been provided offer a simple approach to the identification of possible evidence that can be used in building a portfolio for this unit. This is not prescriptive and centres should either adapt this to suit their own context or devise an alternative. Any assignments developed must ensure that all assessment criteria can be met and identified in the assessment process, in both internal and external standards verification.

Sample assessment activities

| Criteria covered | Activity | Assessment evidence |
|-------------------|---|--|
| 1.1, 1.2 | <p>Drawing on your research on your specialist area, produce a reflective account to compare your concept of professionalism and dual-professionalism with that of your peers in other areas of education and training. Use your findings to explain ways in which your professional values influence your practice in an area of specialism.</p> <p>Word count approximately 1500 words. Include Harvard referencing and bibliography.</p> | <p>Research documents</p> <p>Individual learning record/ personal development journal</p> |
| 2.1,2.2, 4.1, 4.2 | <p>Carry out research to prepare for peer discussion on the impact of national, local and institutional policies on your organisation and practice.</p> <p>Your researches and discussions should include:</p> <ul style="list-style-type: none"> • current educational policies, • social, political and economic factors • organisation policies, codes of practice and guidelines <p>(There should be three people in each group with each given one aspect to prepare, present and chair discussion about).</p> <p>Submit the notes prepared for the peer discussion along with a reflective journal entry summarising learning from the discussion. Include bibliography and Harvard referencing to identify sources used. (No suggested word count.)</p> | <p>Research documents</p> <p>Organisation documentation</p> <p>Preparatory notes</p> <p>Written summary/ individual learning record/ personal reflective journal</p> |

| Criteria covered | Activity | Assessment evidence |
|--------------------|--|--|
| 3.1, 3.2, 3.3, 3.4 | <p>Drawing on examples from your own area of practice produce a case study to identify :</p> <ul style="list-style-type: none"> the role of stakeholders and external bodies in education and training how being accountable to stakeholders and external bodies impacts on your organisation in education and training why it is important to work in partnership with employers and other stakeholders in education and training. <p>As a part of your study analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in your area of specialism.</p> <p>Word count approximately 1500 words.</p> <p>As an additional reflective activity, use examples from your peers, representing other areas of education and training, to demonstrate different practice in developing partnerships in other contexts.</p> | <p>Case study</p> <p>Sample materials</p> <p>Individual reflective activity</p> |
| 5.1, 5.2, 5.3, 5.4 | <p>Prepare a presentation for your peers based on the range of documentation used in your specialist area for quality assurance and quality improvement to include:</p> <ul style="list-style-type: none"> completed session evaluation completed course/programme evaluation completed self-evaluation e.g. SAR (self assessment review) completed internal verification pro forma – of assignments and assessments. <p>Produce a diagram to show lines of responsibility within your organisation’s quality assurance model and use the diagram to explain how lines of responsibility these contribute to your organisation’s quality cycle.</p> | <p>Individual presentation materials</p> <p>Session evaluation</p> <p>Programme evaluation/course review</p> <p>IV of assignments</p> <p>IV of assessments</p> |

| Criteria covered | Activity | Assessment evidence |
|------------------|--|--|
| | <p>Following your presentation, use the evidence to produce a written analysis of the quality improvement and quality assurance arrangements of your organisation.</p> <p><i>*Where two or more in the group are from the same organisation focus on your specialist area.</i></p> <p><i>*Where two or more in the group are from the same specialist area focus on a single stage of the quality process' e.g. data collection, data analysis, data interpretation.</i></p> | <p>Self assessment report/Strengths, weaknesses, obstacles and threats (SWOT) analysis</p> <p>Organisation internal quality assurance (IQA) model with hierarchy of responsibility</p> <p>Written report</p> <p>Training/learning needs analysis</p> |

Suggested resources

Books

- Armitage A, Bryant R. et al – *Teaching and Training in Post-Compulsory Education*, Berks: OU Press, (2008)
- Avis J, Fisher R and Thompson R (2009) – *Teaching in Lifelong Learning: A Guide to Theory and Practice*, London: OUP
- Brookfield, S D (2005) – *The Power of Critical Theory for Adult Learning and Teaching*, Berks: OU Press
- Corder, N (2007) – *Learning to Teach Adults an introduction*, London: RoutledgeFalmer
- Curzon, L B (2004) – *Teaching in Further Education*, London: Cassell
- Ecclestone, K (2010) – *Transforming Formative Assessment in Lifelong Learning*, Maidenhead: OU Press
- Field, J (2006) – *Lifelong Learning and the New Education Order (2nd edn)*, Stoke on Trent: Trentham
- Hillier, Y (2005) – *Reflective Teaching in Further and Adult Education*, London: Continuum
- Hodgson A and Spours K (eds) – *Dearing and Beyond: 14 -19 Qualifications, Frameworks and Systems* (Kogan Page 1997)
- Keeley-Browne, Liz – *Training to Teach in the Lifelong Learning & Skills Sector* (Pearson, 2007) ISBN 9781405812382
- Moon, J (2000) – *Reflection in Learning and Professional Development*, London: Kogan Page
- Papen, U (2005) – *Adult Literacy as Social Practice: More than skills Series: New Approaches to Adult Language, Literacy and Numeracy* – London: Routledge
- Petty, G (2009) – *Evidence Based Teaching: A Practical Approach*, Cheltenham: Nelson Thornes
- Roffey-Barentsen, J & Malthouse, R (2009) – *Reflective Practice in the Lifelong Learning Sector*, Exeter: Learning Matters
- Rogers, A & Horrocks, N (2010) – *Teaching Adults*, London: OUP
- Wood, J & Dickinson, J (2011) – *Quality Assurance and Evaluation in the Lifelong Learning Sector*, Exeter: Learning Matters

Other

- Times Educational Supplement – FE Focus
- Times Higher Education weekly newspaper
- Professional/vocational journals

Websites

www.aoc.co.uk – Association of Colleges

www.bis.gov.uk – Department for Business, Innovation and Skills (BIS)

www.crl.org.uk – Centre for Research in Lifelong Learning

www.excellencegateway.org.uk – Learning and Skills Improvement Service (LSIS) Excellence Gateway

www.geoffpetty.com – Geoff Petty, online teaching resources

www.ifl.ac.uk – Institute for Learning

www.lsis.org.uk Learning and Skills Improvement Service (LSIS)

www.jisc.ac.uk – Joint Information Systems Committee

www.niace.org.uk – The National Institute of Adult Continuing Education (England & Wales) (NIACE)

www.skillsfundingagency.bis.gov.uk – Skills Funding Agency (SFA)

www.vital.ac.uk – Open University and Department for Education professional development programme and resources

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website: qualifications.pearson.com

Publications on the quality assurance of BTEC qualifications are also available on our website: qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website: qualifications.pearson.com

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website: qualifications.pearson.com

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website: [qualifications.pearson.com](https://www.pearson.com/qualifications). You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

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Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

Your Pearson BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website: at [qualifications.pearson.com/en/support/contact-us.html](https://www.pearson.com/qualifications/en/support/contact-us.html)

Annexe D – Portfolio building record sheets

Unit 1: Developing Teaching, Learning and Assessment in Education and Training

| Learning outcomes | | Assessment criteria | | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------------|------|
| 1 | Be able to investigate practice in own area of specialism | 1.1 | Analyse the application of pedagogical principles in own area of specialism | | |
| | | 1.2 | Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism | | |
| 2 | Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning | 2.1 | Use initial and diagnostic assessments to agree learners' individual goals and learning preferences | | |
| | | 2.2 | Devise a scheme of work, taking account of: <ul style="list-style-type: none"> the needs of learners the delivery model; internal and external requirements | | |
| | | 2.3 | Design teaching and learning plans which take account of: <ul style="list-style-type: none"> the individual goals, needs and learning preferences of all learners; and curriculum requirements | | |
| | | 2.4 | Identify opportunities for learners and others to provide feedback to inform inclusive practice | | |

| Learning outcomes | | Assessment criteria | | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------------|------|
| | | 2.5 | Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment | | |
| 3 | Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment | 3.1 | Analyse theories of behaviour management | | |
| | | 3.2 | Establish and sustain a safe, inclusive learning environment | | |
| | | 3.3 | Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management | | |
| 4 | Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning | 4.1 | Design resources that: <ul style="list-style-type: none"> actively promote equality and value diversity; and meet the identified needs of specific learners | | |
| | | 4.2 | Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners | | |
| | | 4.3 | Demonstrate ways to promote equality and value diversity in own teaching | | |
| | | 4.4 | Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression | | |

| Learning outcomes | | Assessment criteria | | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------------|------|
| | | 4.5 | Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication | | |
| 5 | Be able to apply theories, models and principles of assessment to assessing learning in education and training | 5.1 | Design assessments that meet the individual needs of learners | | |
| | | 5.2 | Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements | | |
| | | 5.3 | Demonstrate the use of assessment data in: <ul style="list-style-type: none"> • monitoring learners' achievement, attainment and progress; • setting learners' targets; • planning subsequent sessions; and • recording the outcomes of assessment | | |
| | | 5.4 | Communicate assessment information to other professionals with an interest in learner achievement | | |
| | | 5.5 | Explain how own assessment practice has taken account of theories, models and principles of assessment | | |

| Learning outcomes | | Assessment criteria | | Portfolio reference | Date |
|---|---|---------------------|---|---------------------|------|
| 6 | Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning | 6.1 | Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning | | |
| | | 6.2 | Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning | | |
| 7 | Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning | 7.1 | Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning | | |
| | | 7.2 | Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning | | |
| Learner name: | | | | Date: | |
| Learner signature: | | | | Date: | |
| Assessor signature: | | | | Date: | |
| Internal verifier signature (if verified): | | | | Date: | |

Unit 2: Teaching, Learning and Assessment in Education and Training

| Learning outcomes | | Assessment criteria | | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------------|------|
| 1 | Understand roles, responsibilities and relationships in education and training | 1.1 | Analyse own role and responsibilities in education and training | | |
| | | 1.2 | Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities | | |
| | | 1.3 | Analyse the relationships and boundaries between the teaching role and other professional roles | | |
| | | 1.4 | Describe points of referral to meet the needs of learners | | |
| 2 | Be able to use initial and diagnostic assessment to agree individual learning goals with learners | 2.1 | Explain why it is important to identify and meet the individual needs of learners | | |
| | | 2.2 | Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals | | |
| | | 2.3 | Use methods of initial and diagnostic assessment to agree individual learning goals with learners | | |
| | | 2.4 | Record learners' individual learning goals | | |

| Learning outcomes | | Assessment criteria | | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------------|------|
| 3 | Be able to plan inclusive teaching and learning | 3.1 | Devise a scheme of work in accordance with internal and external requirements | | |
| | | 3.2 | Design teaching and learning plans that respond to: <ul style="list-style-type: none"> the individual goals and needs of all learners; and curriculum requirements. | | |
| | | 3.3 | Explain how own planning meets the individual needs of learners | | |
| | | 3.4 | Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners | | |
| | | 3.5 | Identify opportunities for learners to provide feedback to inform inclusive practice | | |
| 4 | Be able to create and maintain a safe, inclusive teaching and learning environment | 4.1 | Explain why it is important to promote appropriate behaviour and respect for others | | |
| | | 4.2 | Explain ways to promote equality and value diversity | | |
| | | 4.3 | Establish and sustain a safe, inclusive learning environment | | |
| 5 | Be able to deliver inclusive teaching and learning | 5.1 | Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners | | |

| Learning outcomes | | Assessment criteria | | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------------|---|
| | | 5.2 | Analyse benefits and limitations of communication methods and media used in own area of specialism | | |
| | | 5.3 | Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners | | |
| | | 5.4 | Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners | | |
| | | 5.5 | Demonstrate ways to promote equality and value diversity in own teaching | | |
| | | 5.6 | Adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners | | |
| | | 5.7 | Communicate with learners and learning professionals to meet individual learning needs | | |
| | | 6 | Be able to assess learning in education and training | 6.1 | Explain the purposes and types of assessment used in education and training |
| 6.2 | Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners | | | | |

| Learning outcomes | | Assessment criteria | Portfolio reference | Date | |
|-------------------|---|---------------------|--|------|--|
| | | 6.3 | Use types and methods of assessment, including peer and self-assessment, to: <ul style="list-style-type: none"> involve learners in assessment; meet the individual needs of learners; enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current; and meet internal and external assessment requirements | | |
| | | 6.4 | Use questioning and feedback to contribute to the assessment process | | |
| | | 6.5 | Record the outcomes of assessments to meet internal and external requirements | | |
| | | 6.6 | Communicate assessment information to other professionals with an interest in learner achievement | | |
| 7 | Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning | 7.1 | Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning | | |
| | | 7.2 | Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning | | |

| Learning outcomes | | Assessment criteria | | Portfolio reference | Date |
|---|--|---------------------|--|---------------------|------|
| 8 | Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning | 8.1 | Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning, taking account of the views of learners and others | | |
| | | 8.2 | Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning | | |
| Learner name: | | | | Date: | |
| Learner signature: | | | | Date: | |
| Assessor signature: | | | | Date: | |
| Internal verifier signature (if verified): | | | | Date: | |

Unit 3: Theories, Principles and Models in Education and Training

| Learning outcomes | | Assessment criteria | | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------------|------|
| 1 | Understand the application of theories, principles and models of learning in education and training | 1.1 | Analyse theories, principles and models of learning | | |
| | | 1.2 | Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment | | |
| | | 1.3 | Analyse models of learning preferences | | |
| | | 1.4 | Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment | | |
| 2 | Understand the application of theories, principles and models of communication in education and training | 2.1 | Analyse theories, principles and models of communication | | |
| | | 2.2 | Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment | | |
| 3 | Understand the application of theories, principles and models of assessment in education and training | 3.1 | Analyse theories, principles and models of assessment | | |
| | | 3.2 | Explain ways in which theories, principles and models of assessment can be applied in assessing learning | | |
| 4 | Understand the application of theories and models of curriculum development within own area of specialism | 4.1 | Analyse theories and models of curriculum development | | |

| Learning outcomes | | Assessment criteria | | Portfolio reference | Date |
|---|--|---------------------|--|---------------------|------|
| | | 4.2 | Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism | | |
| 5 | Understand the application of theories and models of reflection and evaluation to reviewing own practice | 5.1 | Analyse theories and models of reflection and evaluation | | |
| | | 5.2 | Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice | | |
| Learner name: | | | | Date: | |
| Learner signature: | | | | Date: | |
| Assessor signature: | | | | Date: | |
| Internal verifier signature (if verified): | | | | Date: | |

Unit 4: Wider Professional Practice and Development in Education and Training

| Learning outcomes | | Assessment criteria | | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------------|------|
| 1 | Understand professionalism and the influence of professional values in education and training | 1.1 | Define the concepts of professionalism and dual professionalism in education and training | | |
| | | 1.2 | Explain ways in which professional values influence own practice in own area of specialism | | |
| 2 | Understand the policy context of education and training | 2.1 | Explain ways in which social, political and economic factors influence education policy | | |
| | | 2.2 | Analyse the impact of current educational policies on curriculum and practice in own area of specialism | | |
| 3 | Understand the impact of accountability to stakeholders and external bodies on education and training | 3.1 | Explain the roles of stakeholders and external bodies in education and training | | |
| | | 3.2 | Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training | | |
| | | 3.3 | Explain why it is important to work in partnership with employers and other stakeholders in education and training | | |
| | | 3.4 | Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism | | |

| Learning outcomes | | Assessment criteria | | Portfolio reference | Date |
|---|--|---------------------|---|---------------------|------|
| 4 | Understand the organisational context of education and training | 4.1 | Explain key aspects of policies, codes of practice and guidelines of an organisation | | |
| | | 4.2 | Analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism | | |
| 5 | Be able to contribute to the quality improvement and quality assurance arrangements of an organisation | 5.1 | Analyse the quality improvement and quality assurance arrangements of an organisation | | |
| | | 5.2 | Explain the function of self-assessment and self-evaluation in the quality cycle | | |
| | | 5.3 | Evaluate a learning programme taking account of the quality arrangements of an organisation | | |
| | | 5.4 | Identify areas for improvement in a learning programme taking account of the outcomes of evaluation | | |
| Learner name: | | | | Date: | |
| Learner signature: | | | | Date: | |
| Assessor signature: | | | | Date: | |
| Internal verifier signature (if verified): | | | | Date: | |

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