



Pearson BTEC
International Level 5 Professional Diploma in
**Applied Teaching
and Education (SRF)**

Specification

First teaching from September 2025

L5

Issue 1

Pearson BTEC International Level 5 Professional Diploma in Applied Teaching and Education (SRF)

Specification

BTEC International Professional qualification

First registration September 2025

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1 Introducing the qualification

What are BTEC International Professional qualifications?

BTEC International Professional qualifications are work-related qualifications available from Levels 4 to 7. The qualifications put learning into the context of the world of work, giving learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

Qualification purpose

The Pearson BTEC International Level 5 Professional Diploma in Applied Teaching and Education (SRF) is for learners who are working in, or who are intending to work in the teaching and education sector. This qualification is suitable for learners to:

- develop a greater understanding of higher level technical and vocational training teaching and learning pedagogy through advanced teaching topics like action research, creative approaches, independent learning and digital learning.
- develop an understanding of teaching and learning in vocational qualifications, for example evaluation in relation to learner performance and build upon existing professional practice.
- gain wider knowledge on aspects of higher level technical and vocational planning, delivering and assessing inclusive teaching and learning.
- develop knowledge related to delivering and assessing qualifications in vocational education.
- develop skills in being adaptable to be able to meet the changing demands of employers in the vocational education sector.
- develop their own personal growth and engagement in learning.

Progression opportunities

Learners who achieve this qualification can progress to:

- Pearson BTEC International Level 7 Professional qualifications in Applied Teaching and Education (SRF)

Relationship with National Occupational Standards

An occupational standard is a description of an occupation. It contains an occupational profile, and describes the 'knowledge, skills and behaviours' (KSBs) needed for someone to be competent in the occupation's duties. Occupational standards are developed by employers for occupations that meet the Institute for Apprenticeships and Technical Education.

The professional standards for the *Learning and Skills Teacher* role continue to underpin practice in the sector, specifically for teaching young people and adults within all parts of the education and training sector. The broad purpose of the occupation is to ensure that students in Further Education and Skills (FES) settings achieve the best possible knowledge, skills and behaviours. Learning and Skills Teachers do this by planning and delivering teaching that is current, comprehensive and challenging, and that inspires students to engage, progress and achieve their full potential. This qualification relates to the Professional Standards in Teaching and Education.

The standards are available at the Institute for Apprenticeships and Technical Education website: <https://www.instituteforapprenticeships.org/>

Collaborative development

This qualification has been developed with input from Al Hussein Technical University, Gateway Graduate School, Lyceum International School, the Millenium Universal College, the University of Kent and the University of Roehampton. We are grateful to all the individuals and organisations who generously shared their time and expertise to help us develop this qualification.

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

Role	Qualification
Assessor or Internal Quality Assurance	Pearson 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 International Level 5 Professional Diploma in Applied Teaching and Education
Part-time or Full-time teacher post-16 higher level qualifications	Pearson BTEC International Level 7 Professional Qualifications in Applied Teaching and Education

Terminology:

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

- **Tutor/Teacher/Trainer** – the person delivering/facilitating the teacher education, they may also be referred to as the 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

Relationship with previous qualifications

This qualification is a suitable replacement for 601/1228/1 Pearson BTEC Level 5 Diploma in Education and Training, which has expired. Information about how the new and old units relate to each other is given in *Annexe A*.

2 Qualification summary and key information

Qualification title	Pearson BTEC International Level 5 Professional Diploma in Applied Teaching and Education (SRF)
Operational start date	01/09/2025
Approved age ranges	19+
Notional Learning Hours (NLH)	1200 hours
Guided learning hours (GLH)	720
Value	120
Teaching practice	150 hours
Grading information	The qualification and units are at pass grade.
Entry requirements	For details of entry requirements see below: Level 2 or equivalent in mathematics Level 2 or equivalent in English (recommended) To abide by home country teaching qualification standards. To be qualified to at least one level above the level they intend to teach. To have access to a minimum of 150 teaching practice hours

3 Qualification structure

Pearson BTEC International Level 5 Professional Diploma in Applied Teaching and Education (SRF)

The Pearson BTEC International Level 5 Professional Diploma in Applied Teaching and Education (SRF) is a 720 guided learning hour qualification that consists of 5 mandatory units **plus** 2 optional units that provide for a combined qualification value of 120. Learners will need to meet the requirements outlined in the table below before the qualification can be awarded.

Learners are required to complete a minimum of 150 hours of teaching practice.

Pearson BTEC International Level 5 Professional Diploma in Applied Teaching and Education (SRF)					
Unit number	Unit title	Level	GLH	Unit value (NLH/10)	NLH
Mandatory units – learners must complete and achieve all mandatory units					
1	Teaching my Subject	5	90	15	150
2	Learners and Learning	5	90	15	150
3	Teachers and Teaching	5	90	15	150
4	Professional Practice	5	180	30	300
5	Effective Digital and Online Pedagogies	5	90	15	150
Optional units – learners must complete and achieve at least 2 optional units					
6	Action Research	5	90	15	150
7	Understanding the Principles and Practices of Quality Assurance in Assessment	5	90	15	150
8	Developing Creative Approaches to Teaching and Learning	5	90	15	150
9	Promote Independent Learning	5	90	15	150
10	Teaching in a Specialist Area	5	90	15	150

4 Assessment requirements

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 this qualification.

Units	Assessment method(s)
All units	Internal assessment

Language of assessment

Assessment of the units in this qualification is available in English but can be translated as necessary.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, qualifications.pearson.com.

Internal assessment

Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides.

To pass each internally assessed unit, learners must:

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

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment.
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment.

Learners who do not successfully pass an assignment, are allowed to resubmit evidence for the assignment or to retake another assignment.

Assessment of knowledge units

To pass each knowledge unit, learners must independently complete assignment(s) that show that the learning outcomes and assessment criteria for the unit have been met.

Format of assignments for knowledge units:

- all learning outcomes and assessment criteria must be covered
- assignments can include both practical and written tasks
- assignments are independently completed as a distinct activity after the required teaching has taken place
- the brief is issued to learners with a defined start date, a completion date and clear requirements for the evidence they are required to produce
- all or parts of units can be combined into a single assignment. Learning outcomes must not be split into more than one assignment.

Each unit contains suggested tasks that centres can use to form the basis of assignments for learners to complete. It is expected that centres will contextualise these and ensure that the final version is checked by their internal verifier.

Assessment of skills units

To pass each skills unit, learners must:

- gather evidence from their course in a portfolio showing that they have met the required standard specified in the learning outcomes, assessment criteria and Pearson's quality assurance arrangements
- have an assessment record that shows how each individual assessment criterion has been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. The evidence provided for each unit must reference clearly the unit that is being assessed, and learners should be encouraged to signpost evidence. Evidence must be available to the assessor, the internal verifier and the Pearson Standards Verifier.

Examples of forms of evidence include observation records, reflective accounts, witness testimony and products of learners' work. Learners must provide evidence of their achievement of the knowledge-based learning outcomes and the associated assessment criteria in skills units – achievement cannot be inferred from performance.

Any specific evidence requirements for a unit are given in the unit's *Assessment* section.

5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered BTEC Professional qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC International qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

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:

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see *Section 4 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

Specific resource requirements

As well as the centre resource requirements, 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. 150 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 monitoring.

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 6 teaching observations totalling a minimum of 3 hours. This **excludes** any observed practice completed as part of the *Pearson Level 3 Award in Education and Training (QN 601/0685/2)* and *Pearson Level 4 Certificate in Education and Training (QN 601/1238/4)*. Any single observation must be a minimum of 30 minutes.

Observations should be **appropriately spaced** throughout the whole programme and consider the learner's progress. It is recommended that centres refer to the ITE inspection framework and handbook.

(<https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook>)

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

- *Unit 1: Teaching my Subject*
- *Unit 4: Professional Practice*

To achieve in either of these two units, learners must be able to provide evidence of a minimum of 2 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 6 observations that meet the required standard of practice. Also, note that the achievement of *Unit 1: Teaching my Subject* is a pre-requisite for achievement of *Unit 4: Professional Practice*. Further information and clarification on this can be found

by referring to the individual units, where there is specific information about the requirements around observation.

Centres must check the unit requirements to see if any additional practice is necessary. Two of the optional units require evidence of being observed in a teaching and learning environment. The observations must be linked to these units, which are:

- *Unit 8: Developing Creative Approaches to Teaching and Learning*
- *Unit 10: Teaching in a Specialist Area*

Observations may also be undertaken and linked to other units. Further information and clarification on this can be found by referring to the individual units, where there is specific information about the requirements around observation.

Tutors delivering units, observing and assessing practice and those who undertake the roles of Internal Verifier and Lead Internal Verifier for this qualification must possess all 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.

To achieve this qualification, there is a requirement for a minimum of 150 hours of teaching practice. Guidance on teaching practice for the optional units is listed in the separate optional unit's specification.

Any appropriate location for teaching 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 this qualification, unless the 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 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.

Simulations are not acceptable for teaching practice assessments.

6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion 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 are not, when they are taking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the document *Supplementary guidance for reasonable adjustments and special consideration*.

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration* in vocational internally assessed units.

7 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) 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 our policy document *Recognition of prior learning policy and process*, available on our website.

8 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

On an annual basis, we produce the *BTEC International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres resources and processes that exemplify assessment and appropriate standards. Approved centres must use these to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 12 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.' All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Teaching my Subject

Level:	5
Unit type:	Mandatory
Assessment type:	Internal
Credit value:	15
Guided learning hours:	90

Unit introduction

This unit is designed to provide learners with the knowledge and skills necessary to effectively teach in their chosen specialist subject area. Throughout this unit, learners will explore various teaching methodologies, strategies and techniques that are specifically tailored to their subject. Learners will reflect on their own teaching practice and develop a deeper understanding of how to engage and inspire their students.

In this unit, we will cover a range of topics that are essential for teaching in a specialist subject. These include curriculum design, lesson planning, assessment and differentiation. Learners will learn how to create engaging and effective lessons that meet the needs of all students and how to assess student progress in a meaningful way. Additionally, we will discuss the importance of creating a positive learning environment and building strong relationships with students.

By the end of this unit, learners will have a comprehensive understanding of the key principles and practices of teaching in a specialist subject. Learners will be equipped with the tools and techniques needed to deliver high-quality instruction and support their students' learning and development. Whether they are new to teaching or looking to enhance their existing skills, this unit will provide learners with valuable insights and practical strategies to help them succeed in their role as a specialist subject teacher.

Learning outcomes and assessment criteria

To pass this unit, learners need 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
1. Design a coherent and progressive curriculum sequence	1.1 Analyse the key principles of curriculum coherence. 1.2 Evaluate different models and approaches to curriculum design. 1.3 Design a curriculum sequence for a defined topic or unit within a specialist subject. 1.4 Justify the rationale behind the chosen sequence.
2. Appraise effective teaching methods and resources	2.1 Identify and describe a range of teaching methods relevant to a specialist subject. 2.2 Evaluate the strengths and limitations of different teaching methods in relation to a specialist area. 2.3 Analyse a variety of learning resources with a view to establishing efficacy for a specialist area. 2.4 Justify the selection and application of specific teaching methods and resources for learning situations within a specialist subject.
3. Apply pedagogical theories and principles	3.1 Select and justify the application of relevant pedagogical theories for a specialist area. 3.2 Design learning activities and strategies for a specialist subject. 3.3 Suggest adaptations to teaching approaches and resources in response to diverse learning needs and characteristics. 3.4 Implement teaching practices in a simulated or real context that reflects a coherent application of chosen pedagogical theories. 3.5 Reflect on the effectiveness of the application of pedagogical theories and principles in relation to learner engagement.

Learning outcomes	Assessment criteria
4. Critically evaluate the impact of teaching practices	4.1 Identify and analyse a range of teaching practices employed in a specialist subject. 4.2 Evaluate the impact of specific teaching practices on various aspects of student learning. 4.3 Analyse the influence of teaching practices on student engagement, motivation and participation in learning activities within a specialist subject. 4.4 Reflect on teaching practices and propose evidence-informed recommendations for improvement in a specialist area.

Unit content

What needs to be learned
Learning outcome 1: Design a coherent and progressive curriculum sequence
• Principles of curriculum coherence ◦ Improvement in studying at various levels or phases of study within the specialist subject takes place ◦ Interconnections and associations between different topics or units within the same level of the specialist subject ◦ Logical sequencing: The order of content, skills, and concepts in delivering information to maximise learning and leverage previous learning • Principles of curriculum progression ◦ How knowledge and skills become more challenging and intricate over time. Strategies for engaging and activating student's existing knowledge ◦ Significant concepts in higher levels of depth and complexity ◦ Blooms Taxonomy • Models and Approaches to curriculum design ◦ Planning learning through broad themes or topic areas ◦ Combining subject matter and skills across a range of different disciplines (as appropriate to the specialist subject) ◦ Desired learning results and reversing processes to create content and measures • Curriculum frameworks and standards ◦ Relevant national or international curriculum frameworks and their implications for the specialist subject ◦ The role of learning outcomes and assessment criteria within these frameworks • Learning theories and curriculum design ◦ Different learning theories – Constructivism – Cognitivism ◦ Curriculum design decisions and the worth of active learning and engagement in curriculum sequencing

What needs to be learned

- Learner needs and diversity
 - Diverse learning styles, abilities and experiences of students in the specialist subject
 - Proposals to incorporate differentiation and inclusivity in curriculum planning

Learning outcome 2: Appraise effective teaching methods and resources

- Range of teaching methods in a specialist subject
 - Pedagogical approaches commonly used and relevant to the specialist subject
 - Constructivist theory
 - Social learning theory
- Evaluating teaching method effectiveness
 - Criteria for the evaluation of teaching methods
 - Applicability to learning outcomes
 - Engagement of students
 - Promotion of critical thinking
 - Catering to diverse needs
 - Opportunity for assessment
 - Time efficiency
 - Evidence and research related to the effectiveness of different approaches in the specialist subject
 - The setting in which different approaches are most appropriate.
- Types of learning resources in the specialist area
 - The wide range of resources for learning and teaching the specialist subject
 - The nature and potential of various kinds of resources
 - Computer simulations
 - Primary sources
 - Lab equipment
 - Visual materials
- Evaluating learning resource effectiveness
 - Criteria for evaluating learning resources
 - Accuracy
 - Currency

What needs to be learned

- Relevance of learning outcomes
- Accessibility
- Inclusivity
- Cost-effectiveness
- Usability
- Ability to engage
- The teaching and learning possibilities of different resources
- Matching methods and resources to learning objectives and learners
 - Principles of selecting appropriate methods and materials based on the specific learning outcomes to be achieved
 - How different strategies and resources can cater to diverse learning styles, aptitudes and interests
 - The role of technology in enhancing teaching and learning within the subject specialism
- Evidence-based practice
 - The value of applying research and data to inform teacher selection and performance evaluation as well as teaching methods and resources
 - Skill in finding and interpreting useful educational research

Learning outcome 3: Apply pedagogical theories and principles

- Detailed examination of main pedagogical theories
 - A detailed comprehension of the key principles, advantages and disadvantages of the most prominent learning theories
 - Piaget's theory of cognitive development
 - Vygotsky's social constructivist theory
 - Bandura's social learning theory
 - Pavlov's behaviourist theory
 - Maslow's humanistic theory
 - How each of these theories is utilised for learning and teaching the specialist subject
- Comprehension of elementary pedagogical principles
 - A detailed explanation and examples of the most important teaching ideas, such as active learning, differentiation, scaffolding, questioning, providing feedback, promoting metacognition and creating inclusive learning environments

What needs to be learned

- The means through which these principles can be implemented in the specialist subject context
- Connecting theory to practice
 - Explicit teaching and learning activities that close the gap between theoretical pedagogy and practice classroom application in the specialist subject
- Case study and real-life examples of successful application of various theories and principles by teachers.
 - Experiential learning
- Strategies for adapting teaching
 - The skill of recognising and meeting the diverse learning needs of students
 - Learning preference
 - Recognised prior learning
- Practical measures for differentiating instruction and providing appropriate support based on pedagogical principles
- Reflective practice and theory
 - The place of reflection in the construction of teaching practice
 - Pedagogical theory and principles as a foundation for analysis and evaluation of their teaching and their students' learning
 - Schon's Reflective Model – (reflecting in action and reflecting on action)

Learning outcome 4: Critically evaluate the impact of teaching practices

- Understanding a range of teaching practices
 - A variety of teaching practices commonly used for the specialist subject
 - Direct instruction
 - Inquiry learning
 - Problem-based learning
 - Collaborative learning
 - Differentiated instruction
 - Appropriate technology use
 - Theoretical foundations and assumed impacts of these practices
- Frameworks for evaluating teaching impact
 - Models and frameworks for evaluating teacher effectiveness
 - Kirkpatrick's levels of evaluation

What needs to be learned

- Bloom's Taxonomy
 - SOLO Taxonomy
 - Brookfield's Lenses
- Different dimensions of impact that can be quantified
 - On-the-spot responses
 - Learning attainment
 - Transfer of learning
 - Impact on the learning environment
- Sources of evidence for evaluating impact
 - Collecting and interpreting types of evidence, such as systematic observation techniques and frameworks
 - Feedback from observation of teaching and learning from peers, mentors and leaders. How to gather and quantify students' feedback
 - Questionnaires
 - Focus groups
 - Reviewing student performance on formative and summative tests. Learning analytics: Using data from online learning platforms
 - Understanding how educational research shapes the assessment of teaching practices
- Considering the impact on diverse learners
 - How varying teaching practices may impact students with varying learning styles, capabilities, bilingualism and cultural backgrounds
 - Principles of inclusive teaching and how to evaluate the impact of inclusive practice
- Critical analysis and interpretation
 - Data analysis, pattern and sound conclusion-forming ability around the impact of teaching practice
 - Potential bias and limitation across various sources of evidence
- Evidence-informed improvement
 - Findings of evaluation to determine areas of teaching practice that require improvement
 - Implementing and measuring the impact of instruction changes

Essential information for tutors and assessors

Essential resources

Access to relevant curricula/syllabi for the subject. Case studies of effective teaching strategies.

Observation tools (for example, peer review forms, mentor feedback templates).

Digital platforms for collaborative work (for example, shared drives, discussion forums).

Delivery requirements and learning activities

To ensure learners develop both theoretical understanding and practical skills, the unit should combine structured teaching, active learning and reflective practice. To reflect the requirements of this unit, the delivery approach should provide the following:

- Blended learning (face-to-face workshops, online seminars and self-directed study).
- Practical teaching experience (for example, micro-teaching, observed lessons or placement-based practice).
- Guided reading (annotate key pedagogical texts and apply ideas to own teaching).
- Theory-to-practice tasks (for example, apply Bruner's spiral curriculum to a topic in your subject).
- Final reflection portfolio (synthesise learning from activities into a professional development plan).
- For this unit, centres need to ensure that all learners have the required access to a minimum of 2 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.
- 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 2 by one-hour session or equivalent).

Assessment requirements

Learning outcome 1: Design a coherent and progressive curriculum sequence

The assessment requirements for designing a coherent and progressive curriculum sequence should focus on evaluating the logical sequencing of content, skills and concepts to maximise learning and leverage previous knowledge. This involves assessing how well the curriculum interconnects and associates different topics or units within the same level of the specialist subject. Additionally, the assessment should consider the principles of curriculum coherence, which include the improvement in studying at various levels or phases of study within the specialist subject.

Furthermore, the assessment should evaluate the principles of curriculum progression, which involve how knowledge and skills become more challenging and intricate over time. This includes strategies for engaging and activating learners' existing knowledge and significant concepts in higher levels of depth and complexity. The assessment should also consider the role of learning outcomes and assessment criteria within relevant national or international curriculum frameworks. This can also be evidenced in lesson observations and through tutor and peer feedback.

Learning outcome 2: Appraise effective teaching methods and resources

To satisfy the assessment criteria for this learning outcome, learners should compare four approaches to teaching appropriate to a particular subject in their specialist area, evaluating their strengths and limitations for varying learners and learning outcomes. Learners should choose a selection of learning resources for a specific subject and analyse how appropriate and effective they are in relation to set criteria. They would need to justify their selection and application of specific teaching methods and resources for learning situations within a specialist subject.

Learning outcome 3: Apply pedagogical theories and principles

To satisfy the assessment criteria for this learning outcome, learners must conduct a subject-specific (inclusive) teaching task. This allows learners to identify gaps in their own subject knowledge. Learners must plan and deliver a short micro-teaching of a minimum of 45 minutes to a peer group with precise methods and resources, along with a critical self-evaluation of their effectiveness and justification of their choices of approaches. Peer feedback should also be included in the evidence. Learners must design a lesson plan for a named topic within their specialist subject and provide a complete explanation of how specific pedagogical theories and principles have influenced their choices of activities, resources and assessment strategies. A reflective journal documenting their attempts to apply specific pedagogical theories and principles into the micro-teach must be provided. The reflection should analyse the outcomes and reflect on what was learned about how effective different approaches were and suggest adaptations to teaching approaches and resources in response to diverse learning needs and characteristics. On completion of the micro-teaching activity, learners should repeat this but now deliver to a class of students rather than their peer group. A formal observation will take place and the feedback from the observer should be included in the evidence.

Learning outcome 4: Critically evaluate the impact of teaching practices

To satisfy the assessment criteria for this learning outcome, learners collect and analyse peer and tutor feedback on specific teaching practices within their specialist field. This could be from the 45-minute micro-teach or the lesson observation and learners must use a reflective model that prompts critical evaluation, such as Brookfield's Lenses. Observe a lesson in a specialist area (peer micro-teach) and evaluate the impact of specific pedagogic practices they recognise on student learning and engagement, using observation notes and relevant pedagogic principles. Learners will analyse informal assessment methods from an observed lesson in a specialist topic and contrast them to identify the impact of their use in determining whether students are on target with the topic. Examine an extended case study of a teaching environment within their specialist subject, covering information about the practices used and measures of student learning and engagement. They will then critically evaluate the efficacy of such practices, underpinned by the evidence set out and the appropriate theoretical frameworks. They will then reflect on the findings and present recommendations on how teaching practices could be adapted to enhance impact.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*. Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Mapping to occupational standard

This unit is associated with the following occupational standards.

- ST0149: K1, K2, K3, K5, K6, K10, K13, K14, K19, S21, B2, B3, B5, B6

Unit 2: Learners and Learning

Level:	5
Unit type:	Mandatory
Assessment type:	Internal
Credit value:	15
Guided learning hours:	90

Unit introduction

In this unit, learners will delve into the various theories and principles that underpin effective learning. They will explore the cognitive, emotional, and social factors that influence how students acquire, process and retain knowledge. By understanding these factors, learners will be better equipped to create engaging and effective learning experiences that cater to the diverse needs of their students.

Throughout this unit, learners will examine key learning theories, including behaviourism, cognitivism and constructivism. We will discuss the contributions of prominent theorists such as Piaget, Vygotsky, and Skinner and how their ideas have shaped modern educational practices. They will critically evaluate these theories and consider their practical applications in real-world teaching scenarios.

By the end of this unit, learners will have a comprehensive understanding of the different approaches to learning and how they can be applied to enhance educational outcomes. They will be able to identify the strengths and limitations of each theory and develop strategies to support their students' growth and development. This knowledge will not only enhance their teaching practice but also empower them to make informed decisions that positively impact their students' educational journeys.

Learning outcomes and assessment criteria

To pass this unit, learners need 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
1. Analyse key theories of learning and their applications in practice	1.1 Research modern learning theories in education. 1.2 Assess the strengths and limitations of each theory in different educational contexts. 1.3 Provide examples of how each theory informs teaching methods. 1.4 Justify the importance of adapted resources in diverse learning environments.
2. Research Individual differences among students and how they impact learning experiences	2.1 Explain learning styles, motivation, socio-economic status, and Special Educational Needs and Disabilities (SEND). 2.2 Examine a sample or illustrative learner profile, suggesting support strategies. 2.3 Recommend changes to teaching practices to accommodate diverse students. 2.4 Explore potential ways of addressing differentiation in classroom and online settings.
3. Apply learning theories to create effective instructional strategies for diverse students	3.1 Examine effective pedagogical and andragogical strategies with evidence from learning theories. 3.2 Explain how the strategies are adapted to address various learner needs. 3.3 Create inclusive lesson plans that integrate learning theory. 3.4 Review the effectiveness of lesson plans used in own practice.
4. Evaluate the role of metacognition and self-regulated learning in academic performance	4.1 Define self-regulation and metacognition. 4.2 Critique studies on the effectiveness of metacognition in improving learning performance. 4.3 Review the effectiveness of self-assessment in academic performance. 4.4 Present an argument for and against the validity of learning theory in academic success.

Unit content

What needs to be learned
Learning outcome 1: Analyse key theories of learning and their applications in practice
● Behaviourism ○ Classical and operant conditioning ○ Theorists Skinner and Pavlov and their contributions to behaviourism ○ Reinforcement and punishment and their potential impact on behaviour and learning ○ How schedules of reinforcement influence the maintenance of learned behaviours ○ The chaining and shaping of complicated behaviours ○ The presuppositions that behaviourism has regarding how individuals learn ● Cognitivism ○ The information processing model and how it applies to instructional design ○ Piaget's stages, the cognitive milestones and limitations at each stage and how this influences age-appropriate teaching ○ Vygotsky's Zone of Proximal Development (ZPD) and scaffolding theories and how these are to be applied in practice to support learner development ○ Bruner's modes of representation and how various levels of learning and styles are to be accommodated ○ The role of cognitive processes like attention, memory and perception in learning ● Constructivism ○ Active role of students ○ Reflection and mental representations ○ Incorporating new knowledge ○ Promotes deeper learning ○ Types – Cognitive constructivism – Social constructivism – Radical constructivism ○ Constructive teaching

What needs to be learned

- Social learning theory (social cognitive theory)
 - The four observational learning processes
 - Attention
 - Retention
 - Reproduction
 - Motivation
 - Impact of diverse types of models on students' behaviour and attitude
 - Bandura's self-efficacy theory and how this influences motivation and success in learning
 - The principle of reciprocal determinism and how this explains and affects learner behaviour
 - Materials, equipment, or facilities (e.g. books, multimedia) used to provide learning
 - Classrooms with students of differing abilities, cultures, learning styles; Fleming's Visual, Auditory, Read/Write, Kinaesthetic (VARK)) or Honey and Mumford's learning styles, and needs (SEND), English as an additional language (EAL) pupils
- Aiding inclusion and accessibility in resources
 - Adaptations (braille, audiobooks, assistive tech) enable all students to participate
 - Interactive tools (simulations, games) increase the learning experience
 - Resources can be individually modified by teachers (levelled texts, multilingual resources)
 - Diverse resources (literature from diverse cultures) encourage inclusivity and worldwide understanding

Learning outcome 2: Research individual differences among learners and how they impact learning experiences

- Cognitive differences
 - Other models (VARK – Visual, Auditory, Read/Write, Kinaesthetic; Kolb's Learning Cycle – Honey & Mumford's – Activist, Reflector, Theorist, Pragmatist)
 - The criticisms and limitations of learning style theory while still appreciating the value of investigating preferred learning styles
- Cognitive skills
 - Differences in general intelligence, specific abilities (spatial ability, verbal fluency) and cognitive processing speed

What needs to be learned

- Processing distinctions
 - Differences between how students attain information, process it in working memory and retrieve it from long-term memory
- Metacognitive skills
 - Differences in students' awareness of their own thinking and their ability to regulate their learning
- Learning needs and disabilities
 - The characteristics of dyslexia, dyscalculia, dysgraphia, and dyspraxia and their impact on learning in various subject areas
 - The variety of presentations of Autism Spectrum Disorder (ASD) and the impact on social interaction, communication, sensory processing and learning style
 - The main symptoms (inattention, hyperactivity, impulsivity) and how these can impact attention, organisation and task completion
 - How visual and hearing impairments can impact access to information and participation in learning activities
 - How physical limitations can affect access to learning environments and participation in certain activities
 - The unique cognitive and social-emotional needs of these students and the need for differentiated provision
- Social, emotional, and cultural differences
 - How poverty, access to resources, and parental education can influence prior knowledge, motivation and learning opportunities for students
 - The influences of diverse cultural norms, values, communication styles and home languages on classroom interaction and learning
 - The specific linguistic diversity in the local region
 - Variations in emotional regulation, social skills, self-image, motivation and their effect on learning and engagement
 - The way in which gender and gender identity can possibly affect learning styles, involvement and subject choice (with a sensitivity to the avoidance of stereotyping)
- Motivational and attitudinal differences
 - Varying drivers of learning and their effect on engagement and persistence
 - How students' beliefs about their abilities influence how they respond to challenges and their enthusiasm for learning

What needs to be learned
• Interests and prior experiences ◦ The significant impact of individual interests and prior knowledge on engagement, understanding and the ability to connect new knowledge
Learning outcome 3: Apply learning theories to create effective instructional strategies for diverse learners
• Introduction to pedagogy and andragogy ◦ Definitions, main principles and historical context of the two methodologies ◦ Comparison and contrast of pedagogical and andragogical assumptions about students ◦ Learning continuum and when other approaches would be more appropriate • Effective pedagogical strategies ◦ Direct instruction, questioning skills, modelling, demonstrating, guided practice, feedback ◦ Theoretical foundations of these strategies examined • Successful andragogical strategies ◦ Experience learning, self-directed learning, problem-centred learning, practical and relevant tasks, collaborative discussion ◦ Critical examination of the theoretical basis of these strategies • The interface between theory and practice ◦ How learning theory is used in designing and implementing effective teaching strategies in diverse settings • Knowing diverse learner needs ◦ Learning styles (Kolb's Learning Cycle, concrete experience, reflective observation, abstract conceptualisation, and active experimentation), Honey and Mumford's Learning styles (Activist, Reflector, Theorist, Pragmatist), Flemming's VARK model – (Visual, Auditory, Read/Write, Kinaesthetic) ◦ Multiple Intelligences (Gardner). Neurodiversity (e.g. dyslexia, ADHD, autism spectrum) ◦ Cultural and linguistic diversity ◦ Prior knowledge and experience ◦ Motivation and engagement levels • Shaping pedagogical and andragogical strategies ◦ Strategies for modifying content, process, product and learning environment to individual needs

What needs to be learned

- Using a variety of grouping strategies (interest-based, homogenous, mixed ability) to address multiple learning needs
- Empowering students by allowing options in assessment, resources and tasks
- Scaffolding and support
 - Providing appropriate levels of support enabling all students to access and meet learning
- Employing, exploring and integrating technology to support students with specific needs
- Developing inclusive learning environments
 - Creating a feeling of belonging, respect and appreciation of diversity
- Principles of inclusive lesson planning
 - Different means of representation, action and expression and engagement
 - Having clear and attainable learning objectives that are accessible for everyone; reference to Bloom's Taxonomy
 - Selecting a range of different and accessible materials and resources
 - Developing various kinds of learning activities that are adaptable for assorted styles and needs
 - Incorporating flexible forms of assessment
 - Creating a positive and inclusive learning culture
- Embedding learning theory in lesson planning
 - How specific learning theories (constructivism, social learning theory) can influence structuring of activities, interactions and assessment in lesson plans
 - Ensuring selected strategies align with the principles of the selected theory
 - Providing explanations for the theory behind specific aspects of the 2 lesson plans created
- Reflection on practice
 - Models of reflection (Gibbs' Reflective Cycle, Kolb's Experiential Learning Cycle)
 - Approaches to gathering evidence of lesson effectiveness (observation, student feedback, assessment data)
 - Analysis of strengths and weaknesses of lesson plans
 - Identifying areas for improvement through reflection and evidence
 - The importance of ongoing professional development and refining practice

What needs to be learned

Learning outcome 4: Evaluate the role of metacognition and self-regulated learning in academic performance

- Definition of self-regulation
 - Self-regulation as the ability of students to understand and regulate their own learning process
 - The key components of self-regulation, such as goal setting, planning, self-monitoring, strategy use, help-seeking, self-evaluation and reflection
 - Self-regulated learning in action
 - A student planning their study schedule
 - Monitoring their understanding when listening to a lecture
 - Seeking help when they are stuck
 - The contribution of motivation, volition and self-efficacy to self-regulated learning
- Definition of metacognition
 - Metacognition as ‘thinking about thinking’ or awareness and knowledge of the operation of one's own mind
 - Distinguish between metacognitive knowledge (awareness of one's own cognitive abilities, tasks, and strategies) and metacognitive regulation (regulation of cognitive processes by planning, monitoring and judging)
 - Metacognitive strategies
 - Expecting consequences
 - Paraphrasing information
 - Questioning oneself for clarification
 - Self-referential thinking
 - The relationship between metacognition and self-regulation, indicating that metacognition is an essential element that enables self-regulation
- Introduction to research methodologies
 - Different research designs used to assess the effectiveness of educational interventions
 - Experimental studies
 - Quasi-experimental studies
 - Meta-analyses
 - Why factors such as sample size, control groups and measurement instruments are crucial in the assessment of validity and reliability of the research finding

What needs to be learned

- Review of key studies
 - Several pieces of research that have investigated the impact of metacognitive intervention on learning performance across different age ranges and subject matters
 - Learners to critically assess these studies by thinking about
 - The specific metacognitive strategies being implemented
 - The measures taken to measure learning performance
 - The outcomes of the study, including the effect size (where reported).
 - The strengths and weaknesses of the research design and methodology
 - The context of the study
 - Age of participants
 - Subject matter
 - Learners to consider whether the findings are generalisable in other contexts
- Factors influencing effectiveness
 - Factors which can mediate or moderate the efficacy of metacognitive interventions, such as
 - The explicitness and intensity of the instruction
 - The embedding of metacognitive strategies in the curriculum
 - The pre-existing knowledge and motivation of the students
 - The specific learning outcomes that are being assessed
- Potential limitations
 - Potential challenges in implementing and evaluating metacognitive interventions
 - Criticisms or mixed findings in the research literature regarding the effectiveness of metacognition in all contexts
- Definition and types of self-assessment
 - Self-assessment as a process where students evaluate their own learning, performance and understanding against specific criteria
 - Diverse types of self-assessment, such as
 - Self-marking against rubrics or mark schemes
 - Reflective journals and learning logs
 - Self-evaluation of skills and progress

What needs to be learned

- Peer assessment (as it involves a degree of self-reflection on one's own understanding)
- Mechanisms of effectiveness
 - How self-assessment can contribute to increased academic performance by
 - Enhancing metacognitive knowledge and self-regulation
 - Promoting greater understanding of learning goals and standards. Increasing student motivation and interest
 - Facilitating critical thinking and self-reflection skills
 - Identifying strengths and weaknesses, which means focused effort towards improvement
- Factors influencing effectiveness of self-assessment
 - Scenarios under which self-assessment is most effective, including definite and simple criteria for the assessment
 - Adequate instruction and training on how to effectively self-assess
 - Time for students to apply their self-assessment outcomes
 - A safe and comfortable learning environment
- Potential challenges and limitations
 - The potential for bias in self-assessment (over- or underestimating one's abilities)
 - How these may be minimised, including by making clear rubrics and providing opportunity for comparison with external feedback
- Arguments for the validity of learning theory
 - How learning theories provide explanations of how learning occurs
 - How theories can inform the creation of effective instructional methodologies and learning environments
 - How specific learning theories have been applied to improve academic performance
 - Using cognitive strategies to enhance memory
 - Applying constructivist principles to foster better understanding
 - How theories of learning offer a basis for educational research and the development of evidence-informed practice
 - How understanding learning theories can help teachers respond flexibly to diverse students and learning contexts

What needs to be learned

- Arguments against the validity (or limitations) of learning theory
 - How learning theories provide models for understanding how learning occurs
 - How theories can inform the creation of effective instructional methods and learning environments
 - How specific learning theories have been applied to improve academic performance
 - Applying cognitive strategies to improve memory
 - Applying constructivist principles to foster greater understanding
 - How learning theories underpin educational research and the development of evidence-based practice
 - How learning theories can significantly help teachers to adjust their practice to diverse students and contexts
 - Arguments against the validity (or limitations) of learning theory
 - Criticisms of learning theories, including whether they oversimplify the complexities of human learning processes
 - The contention that some theories are not universally applicable to all students, subjects, or contexts
 - The challenge of translating theoretical principles into classroom practice.
 - The emergence of new understandings of learning that are not necessarily catered for by traditional theories
 - The influence of technology
 - Neuroscience
 - The ‘myth’ of learning styles and the lack of strong empirical research to support the idea that matching teaching methods to supposed learning styles improves achievement
 - While individuals do learn differently, categorising them into fixed styles is not empirically supported
 - Sole focus on theory sometimes distracts from the importance of practice, individual student variability and the art of teaching

Essential information for tutors and assessors

Essential resources

Access to relevant curricula/syllabi for the subject. Case studies of effective teaching strategies.

Observation tools (for example, peer review forms, mentor feedback templates).

Digital platforms for collaborative work (for example, shared drives, discussion forums).

Delivery requirements and learning activities

To ensure learners develop both theoretical understanding and practical skills, the unit should combine structured teaching, active learning and reflective practice. To reflect the requirements of this unit, the delivery approach should provide the following:

- Blended learning (face-to-face workshops, online seminars and self-directed study).
- Practical teaching experience (for example, micro-teaching, observed lessons or placement-based practice).
- Guided reading (annotate key pedagogical texts and apply ideas to own teaching).
- Theory-to-practice tasks (for example, apply Bruner's spiral curriculum to a topic in your subject).
- Final reflection portfolio (synthesise learning from activities into a professional development plan).

Assessment requirements

Learning Outcome 1: Analyse key theories of learning and their applications in practice

To satisfy the assessment criteria for this learning outcome, learners should clearly and precisely define the main concepts and principles of at least three key learning theories, weighing up their strengths and limitations. They will also identify the main theorists working with each theory.

Learners will provide clear and detailed illustrations of how each theory can be applied in classroom activities, teaching practices and then define the general assumptions regarding learning on which each theory is based. Learners must explain how each theory is likely to inform teaching methods.

By examining these specific points for each of the main learning theories and how they are used in practice, learners will build a comprehensive understanding to see how learning occurs and how to build on this in their future teaching practice effectively.

Learners should be able to apply these theories to their own learning experiences and observations within their schools. Furthermore, learners will explain why it is important to carefully select a range of resources in planning to meet the needs of diverse students. The suggested evidence types for the outcome could be a report or a mix of reports and presentation.

Learning outcome 2: Research individual differences among students and how they impact learning experiences

To satisfy the assessment criteria for this learning outcome, learners must describe and discuss various significant individual differences among students on cognitive, physical, social, emotional, cultural and motivational dimensions. Coursework will then extend to sampling a student profile from their own setting and suggest support and points of referral to meet their unique needs.

Learners must use appropriate terms and demonstrate a sophisticated awareness of the intricacies of individual differences and begin to see the ramifications of these distinctions in creating just and effective learning environments (laying the groundwork for future learning results). Recommending changes to current practice to meet differentiation will conclude the assessment activities for the outcome.

Learning outcome 3: Apply learning theories to create effective instructional strategies for diverse students

To satisfy the assessment criteria for this learning outcome, learners will examine a range of pedagogical and andragogical methods. They will clearly relate these strategies to relevant learning theories, providing specific examples and evidence from the theories to demonstrate the efficacy of the strategies. Learners must demonstrate an appreciation of the relative strengths and limitations of different strategies and theories and go on to use reliable sources to ground their arguments.

Learners must describe how particular pedagogical and andragogical strategies can be adapted effectively to meet these needs, drawing on relevant learning theories and differentiation principles and explain the rationale for the selected adaptations.

Design a learning activity or short lesson plan for a mixed group of students, outlining in detail how the chosen strategies are adapted to address varying learning styles, needs, or preferences (e.g. reflectors and pragmatists). Offer a justification for the changes made, relating them to theories of learning and principles of inclusive practice. Learners will go on to create two detailed inclusive lesson plans for a specific subject and grade level. Plans must clearly articulate the learning objectives and how they are presented for different students and specifically incorporate applicable learning theories into the design and assessment approaches of the activities, along with rationales for such selections.

Learners must consider, in a reflective account, how effective lesson planning has been used in their own practice. The reflection will explain the context in which the lessons took place and analyse the strengths and weaknesses of the lesson plans based on their inclusivity and learning theory incorporation.

Learning outcome 4: Evaluate the role of metacognition and self-regulated learning in academic performance

To satisfy the assessment criteria for this learning outcome, learners will move beyond the description of metacognitive strategies. Learners will detail how and why specific metacognitive strategies help or hinder academic performance. The learner has to demonstrate awareness of a variety of metacognitive strategies (e.g. planning, monitoring, evaluating) and their differing impact on learning.

The learner must address a range of learning contexts, including different subject matter domains, learning settings (e.g. online, face-to-face) and groups of students. The learner must provide research-based descriptions of the impact of self-regulated learning on student outcomes, including both positive and negative influences. Variables that influence self-regulated learning: The learner must discuss variables likely to influence self-regulated learning in different contexts, including motivational variables, instructional practices and social influences. The learners need to research the extent to which self-assessment is actually assessing what it is intended to assess (i.e., the learner's own learning and progress). Encouragement of self-regulated learning: They should explain how self-assessment can contribute to the development of self-regulated learning skills, e.g. goal setting, monitoring and evaluation. Learners must also consider the limitations of self-assessment, such as vulnerability to bias, lack of technical expertise and developmental influences. The learner must have a logical and coherent argument supported by relevant evidence and theoretical concepts. The learner must highlight the validity of a specific learning theory (for example, social cognitive theory, constructivist theory) in explaining the processes of self-regulated learning. Strengths and weaknesses of the theory: They should discuss the strengths and weaknesses of the chosen theory in explaining self-regulated learning, considering alternative perspectives and empirical evidence. Learners may also consider how the theory can be applied to inform educational practice to promote self-regulated learning.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*. Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks.

Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Mapping to occupational standard

This unit is associated with the following occupational standards.

- ST0149: K1, K4, K5, K6, K7, K8, K10, K11, K12, K13, S16, B4, B5

Unit 3: Teachers and Teaching

Level:	5
Unit type:	Mandatory
Assessment type:	Internal
Credit value:	15
Guided learning hours:	90

Unit introduction

In this unit, learners will explore the foundational theories and methodologies that underpin effective teaching practices. They will gain insights into various teaching strategies, learning styles, and the importance of creating an inclusive and supportive learning environment. This unit aims to equip them with the knowledge and skills necessary to design and deliver engaging and impactful lessons.

Throughout this unit, learners will delve into the key principles of teaching, including the role of the teacher, the importance of lesson planning and the use of assessment to support learning. They will learn about different pedagogical approaches and how to adapt their teaching methods to meet the diverse needs of their students.

By understanding these principles, learners will be better prepared to create a positive and productive learning experience for their students.

In addition to theoretical knowledge, this unit will provide learners with practical tools and techniques to enhance their teaching practice. They will have the opportunity to reflect on their own teaching experiences, share best practices with their peers and receive feedback to help them grow as educators. By the end of this unit, learners will have a deeper understanding of what it takes to be an effective teacher and be ready to apply these principles in their own teaching context.

Learning outcomes and assessment criteria

To pass this unit, learners need 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
1. Evaluate a range of effective teaching strategies and pedagogical approaches and their application in diverse contexts	1.1 Identify and describe effective teaching strategies and pedagogical approaches. 1.2 Evaluate the strengths and weaknesses of different teaching strategies or approaches. 1.3 Analyse how pedagogical principles underpin the practical application of specific teaching strategies. 1.4 Propose teaching strategies/approaches to enhance engagement and meet the needs of diverse students in each scenario. 1.5 Use appropriate professional terminology to discuss and evaluate teaching strategies and pedagogical approaches.
2. Apply inclusive teaching practices and strategies to meet the diverse needs of all students	2.1 Demonstrate the application of principles of inclusive practice in the design of learning activities. 2.2 Explore specific and practical differentiation strategies to address the diverse learning needs within a given scenario. 2.3 Review the different support strategies for students with specific complex needs. 2.4 Explain the importance of collaboration with other professionals in effectively implementing inclusive practices. 2.5 Create an accessible and welcoming learning environment for all students.

Learning outcomes	Assessment criteria
3. Analyse the ethical principles and professional responsibilities that underpin effective and equitable teaching practice	3.1 Identify and explain core ethical principles relevant to teaching practice. 3.2 Analyse ethical dilemmas that may arise in teaching and propose reasoned actions. 3.3 Explain the importance of adhering to professional codes of conduct and standards in maintaining trust and ensuring quality of teaching. 3.4 Explain ways to promote equity, challenge bias and discourage inappropriate behaviour. 3.5 Articulate the importance of maintaining professional boundaries and confidentiality.
4. Critically reflect on the application of pedagogical principles, inclusion strategies and ethical considerations in own developing practice	4.1 Demonstrate the use of an accepted model of reflection to review own practice. 4.2 Critically evaluate pedagogical principles and inclusion strategies applied in own practice. 4.3 Explore ethical issues that might arise from practice and how they might be addressed. 4.4 Review own practice and provide suggestions for future professional development in terms of pedagogy, inclusion and ethics.

Unit content

What needs to be learned
Learning outcome 1: Evaluate a range of effective teaching strategies and pedagogical approaches and their application in diverse contexts
● Effective teaching strategies ○ In-depth exploration of direct instruction, inquiry-based learning, project learning, collaborative learning, differentiated instruction, the flipped classroom and technology-enhanced learning. ○ Theoretical underpinnings (with appropriate pedagogical principles) and practical implementation of each strategy. ○ The strengths and weaknesses of different strategies for specific learning objectives, subjects, and learning requirements; two or more different teaching approaches. ● Pedagogical approaches in action ○ Case studies and video analysis of several pedagogical approaches – Constructivist instruction – Social constructivist instruction – Explicit instruction (across different classroom contexts and age ranges) ○ Pedagogical principles connect with actual classroom practice, procedures and interactions ○ Changes in instruction methods and procedures to meet multiple learning styles, cultural backgrounds and previous learning ● Constructing engaging and motivating learning spaces ○ Approaches towards improving student participation, intrinsic motivation and encouraging learning environments in teaching practices ○ The roles of questioning, feedback and student voice toward participation ● Planning effective instruction ○ The principles of lesson planning, for example, the importance of precise learning objectives, varied activities and timings ○ How learning activity sequencing should be planned to build understanding and underpin progression ○ The role of session planning and outline how session plans provide for the consistency of teaching content from qualification specifications

What needs to be learned

- Effective terminology
 - What appropriate terminology in pedagogical practice is, for example, classroom climate, collaborative learning, equality and diversity
 - Professional practice, reflection, inclusivity, learning and teaching are typical terms commonly used in education
 - Use of appropriate terminology at an early stage to ensure positive outcomes in assessment

Learning outcome 2: Apply inclusive teaching practices and strategies to meet the diverse needs of all students

- Principles of inclusive practice
 - The practical integration of Universal Design for Learning (UDL) concepts into lesson planning, along with strategies for developing a supportive and inclusive classroom atmosphere that respects diversity
- Development of resources; the lesson plan to include at least two tiered activities for a specific learning outcome.
 - Strategies for the development of a supportive and inclusive classroom atmosphere respecting diversity
 - Knowledge and response to obstacles to learning for diverse groups of students
 - Differentiation strategies
 - Opportunities for in-class study of some of the differentiation strategies (by content, process, product, environment) and their practical use in the classroom
 - Adapt teaching material, activities and assessment methods to meet individual learning requirements
 - Supporting specific learning needs
 - Practical strategies to facilitate students with additional special educational needs, English as an additional language (EAL) students and gifted and talented students in mainstream classrooms
 - Deployment of scaffolding, visual displays and appropriate supporting technologies
 - Collaboration for inclusion.
 - Importance of effective communication and collaboration strategies with support staff, parents and specialists to enable inclusive practice

What needs to be learned
– Roles and responsibilities of different professionals in supporting students with unique needs ○ Inclusive and inviting learning space – What an inclusive and inviting learning space is, with emphasis placed on practical solutions to remove obstacles and difficulties that students face when accessing education – Ground rules and class contractual agreements for what is acceptable and unacceptable behaviour
Learning outcome 3: Analyse the ethical principles and professional responsibilities that underpin effective and equitable teaching practice
● Ethical principles in teaching ○ Ethical principles such as integrity, fairness, respect, responsibility and ensuring student well-being and safety (safeguarding) ○ Application of these principles to classroom management, assessment, relationships with students, colleagues and parents ● Professional codes of conduct and standards ○ Relevant professional codes of conduct and teaching standards (e.g. those relevant to international teaching contexts) ○ Expectations of teacher behaviour, communication and professional development ● Addressing ethical dilemmas ○ Case studies of ethical dilemmas in teaching and developing reasoned resolutions to them ○ The necessity for reflection and seeking guidance when faced with ethical problems ● Promoting equity and social justice ○ The teacher's role in challenging bias, promoting equality of opportunity and establishing a socially just learning environment ○ The impact of social and cultural factors on learning and challenging systemic inequalities ● Maintaining professional boundaries and confidentiality ○ Principles of professional boundaries and student confidentiality and their application ○ Other boundaries that involve professionals, for example, challenges placed on teachers by managers and other educator colleagues

What needs to be learned

Learning outcome 4: Critically reflect on the application of pedagogical principles, inclusion strategies and ethical considerations in own developing practice

- Models of reflection in teaching
 - Different models of reflective practice, such as Gibbs' Reflective Cycle and Schön's Reflective Practitioner
 - Forming self-evaluation skill sets and improvements required are core areas of professional development
- Connecting theory to practice through reflection
 - Strategies for a rigorous analysis of teaching experience through the lenses of pedagogical principles, inclusive strategies and ethical issues for a minimum of three one-hour teaching sessions for this unit
 - The application of reflection as a tool to shape future planning and teaching practice is an essential component of professional development. The application of reflection as a tool to shape future planning and teaching practice is an essential component of professional development
- Seeking and responding to feedback
 - Requesting feedback is most important in the enhancement of pedagogical processes
 - Through the application of analysis and constructive feedback response, constant improvement of one's teaching processes becomes manageable
- Establishing a professional identity and philosophy
 - Declaring one's evolving beliefs and values regarding teaching and learning is paramount in creating a distinct professional identity
- Planning for ongoing professional development
 - Areas that need to continue to learn and develop towards pedagogy, inclusivity and ethics are vital to continuous professional development

Essential information for tutors and assessors

Essential resources

Access to relevant curricula/syllabi for the subject. Case studies of effective teaching strategies.

Observation tools (for example, peer review forms, mentor feedback templates).

Digital platforms for collaborative work (for example, shared drives, discussion forums).

Delivery requirements and learning activities

To ensure learners develop both theoretical understanding and practical skills, the unit should combine structured teaching, active learning and reflective practice. To reflect the requirements of this unit, the delivery approach should provide the following:

- Blended learning (face-to-face workshops, online seminars and self-directed study).
- Practical teaching experience (for example, micro-teaching, observed lessons or placement-based practice).
- Guided reading (annotate key pedagogical texts and apply ideas to own teaching).
- Theory-to-practice tasks (for example, apply Bruner's spiral curriculum to a topic in your subject).
- Final reflection portfolio (synthesise learning from activities into a professional development plan).

Assessment requirements

Learning outcome 1: Evaluate a range of effective teaching strategies and pedagogical approaches and their application in diverse contexts

To satisfy the assessment criteria for this learning outcome, learners will produce an annotated list or glossary describing and briefly depicting a range of effective teaching methods (e.g. direct instruction; {Principle of Instruction – Rosenshine}, cooperative learning, inquiry-based learning) and pedagogies (e.g. social constructivism, constructivism). Annotations should include major features and a brief example of application. Learners will be presented with a detailed classroom scenario (with background on different students and learning outcomes) and asked to propose specific teaching strategies and techniques and explain their proposals in terms of enhancing participation and meeting the specified needs. Learners will generate a report comparing the relative strengths and shortcomings of two or more different teaching approaches (e.g. direct instruction vs. inquiry-based learning) or educational philosophies (e.g. behaviourism vs. constructivism) considering specific learning objectives, student characteristics and settings. The report will include chosen instructional strategies

(e.g. cooperative learning) and analyse how certain pedagogic principles (e.g. social constructivism, social learning theory) guide their design and practice in the classroom. Appropriate and professional terminology and language should be used throughout the report and across all assessment activities in the outcome.

Learning outcome 2: Apply inclusive teaching practices and strategies to meet the diverse needs of all students

To satisfy the assessment criteria for this learning outcome, learners will develop a lesson plan for a specific subject and age group that clearly incorporates the principles of UDL (e.g. multiple means of representation, action and expression, engagement) into activities, resources and informal/formative assessments approaches. They need to explain how they do this. The plan will include at least two tiered activities for a specific learning outcome, providing various levels of challenge and support to meet the varying needs of students. Learners will prepare a report investigating various support strategies for students with specific, complex needs (e.g. dyslexia, autism spectrum disorder, EAL). The report must include descriptions of the strategies, their theoretical basis and factors to consider during implementation. Learners will include a proposal that outlines how they would collaborate with other professionals (e.g. learning support assistants, special needs teachers, therapists, parents) to ensure inclusion of a student with specific needs. They need to declare the role of each professional and why it is beneficial to work as a team. Learners must develop an overarching plan for designing an accessible and inclusive physical or virtual learning space, considering factors such as physical access, sensory and visual supports, organisation and facilitation of a positive and inclusive classroom culture.

Learning outcome 3: Analyse the ethical principles and professional responsibilities that underpin effective and equitable teaching practice

To satisfy the assessment criteria for this learning outcome, learners will develop an engaging workshop or presentation for peers and tutor that explicitly labels and defines basic ethical principles and uses them through provocative exercises and case studies to their practical application in diverse learning contexts. In a report, for example, learners will examine an ethical problem from the perspectives of several stakeholders (e.g. students, teachers, parents, administrators), considering their different interests and values (Mendelow's Matrix) and provide a solution that reasonably balances these competing considerations. Produce a report that critically examines the role and function of professional standards of conduct and codes of practice in teaching. The report must address how adherence to these regulations assists in building and sustaining trust with all stakeholders (colleagues, community, parents, students), sustains the quality and integrity of teaching practice. Learners will design a comprehensive training module for educators on how to promote equity, challenge various forms of bias (including unconscious bias), discourage inappropriate behaviour in ethical and inclusive ways. The module should include theoretical frameworks, practical strategies and activities for participants. Another training resource (e.g. a video, a series of interactive modules) for new teachers on the value of professional boundaries and confidentiality, including effective strategies and ethical considerations, will be developed.

Learning outcome 4: Critically reflect on the application of pedagogical principles, inclusion strategies and ethical considerations in own developing practice

To satisfy the assessment criteria for this learning outcome, learners will maintain an ongoing log or journal of their teaching experience (real or simulated). Entries should explicitly reference and use a chosen model of reflection (for example, Gibbs' Reflective Cycle, Schön's Reflective Practitioner, Driscoll's What? So What? Now What?). Evidence should illustrate the student addressing the steps of the model in a systematic manner for a minimum of three one-hour teaching sessions. Drawing on their reflections, learners will produce statements that critically evaluate pedagogical theory (e.g. constructivism, active learning) and inclusive approaches (e.g. differentiation, UDL) they applied within their own practice. Statements must involve reflection on the success or failure of how they implemented what they did and its impact on students, in addition to links to appropriate educational theory and research. Learners will participate in a small group discussion on ethical issues in teaching and then submit an individual reflection on the understanding constructed and how this relates to their own developing ethical awareness and practice. Learners will then design a detailed professional development plan for their future learning, setting out clear areas for development in pedagogy, inclusion and ethics that have emerged from their reflection on their practice. The plan will include clear goals, activities, timelines and resources.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*. Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Mapping to occupational standard

This unit is associated with the following occupational standards.

- ST0149: K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K18, K19. B1, B2, B3, B4, B5, B6

Unit 4: Professional Practice

Level:	5
Unit type:	Mandatory
Assessment type:	Internal
Credit value:	30
Guided learning hours:	180

Unit introduction

The goal of this unit is to provide a theoretical framework for comprehending different dimensions of professional practice in global contexts. This unit mostly concentrates on the underpinning knowledge, ideas and considerations that shape ethical and effective practice for teachers operating across different cultural, legal and social settings. Learners will closely review the fundamental professional behaviours and traits, the complexity of obligations, ethical, legal frameworks from an international standpoint and the importance of communication and teamwork with a variety of stakeholders. The unit seeks to inspire learners to create a well-informed and flexible professional identity fitting for the global education scene, therefore fostering a strong knowledge of the theoretical foundations of professional practice in their own country.

One important component of this unit will be the contemplation of theoretical ideas and their possible relevance in different global contexts. Learners will engage in critical analysis of various theoretical models and frameworks that support professional practice, including those related to communication, teamwork, time management, problem-solving and reflective practice. By examining these theories, learners will develop a deeper understanding of how to apply them in diverse educational environments, enhancing their ability to adapt to different cultural and institutional settings.

Additionally, the unit will emphasise the importance of ethical considerations and legal frameworks in professional practice. Learners will explore the ethical theories and legal systems that influence educational practice and how these can be applied to address complex moral challenges in education. Through this exploration, learners will gain insights into the responsibilities and ethical obligations of educators and how to navigate the legal and ethical complexities of teaching in a global context. This comprehensive approach will equip learners with the knowledge and skills needed to become effective and ethical educators in an increasingly interconnected world.

The achievement of *Unit 1: Teaching my Subject* is a pre-requisite for taking this unit.

Learning outcomes and assessment criteria

To pass this unit, learners need 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
1. Analyse the theoretical underpinnings of professional behaviours and attributes required for effective practice in international education	1.1 Examine theoretical concepts of communication and their use in varied learning environments. 1.2 Review theoretical models for efficient group projects and cooperation in educational teams. 1.3 Explore theoretical stances on time management, organisation, problem-solving and initiative. 1.4 Review ideas of reflective practice and resilience for teachers operating in diverse environments. 1.5 Examine the theoretical foundations of moral behaviour and professional etiquette.
2. Critically review the professional responsibilities, ethical considerations and legal frameworks relevant to educational practice within a global context	2.1 Examine theoretically based models that support teachers' professional obligations. 2.2 Examine several ethical theories in relation to difficult moral challenges in education. 2.3 Examine important legal systems and international agreements affecting teaching methods. 2.4 Discuss the theoretical difficulties and factors to be considered in implementing ethical standards, legal systems and professional obligations. 2.5 Assess sources of knowledge and assistance connected to professional obligations, ethics and legislation.

Learning outcomes	Assessment criteria
3. Explore theoretical approaches to collaborative and communicative interactions with diverse stakeholders in international educational environments	3.1 Analyse theoretical frameworks of intercultural communication and their relevance in educational environments. 3.2 Review theoretical models for efficient cooperation among stakeholders in education. 3.3 Recommend theoretical methods of approaching parents or guardians from diverse backgrounds. 3.4 Discuss theoretical stances on inter-agency cooperation in educational environments. 3.5 Compare ideas of cultural competence in intercultural communication in education and conflict resolution.
4. Compare theoretical perspectives on professional development and the application of learning in diverse international educational contexts	4.1 Examine theoretically applicable models of professional development for teachers. 4.2 Analyse ideas of transfer of learning and how they affect the application of knowledge in several learning environments. 4.3 Evaluate approaches on changing pedagogy for different students and global environments. 4.4 Examine theoretical models for the evolution of an international professional identity in education. 4.5 Critically analyse theoretical models to assess the influence of professional practice.

Unit content

What needs to be learned
Learning outcome 1: Analyse the theoretical underpinnings of professional behaviours and attributes required for effective practice in international education • Theoretical models of professional communication ○ Transactional model ○ Berne's Transactional Analysis ○ Interactional model, Shannon and Weaver's Sender-Message-Channel-Receiver (SMCR) model, and its implementation in several worldwide educational environments ○ Models and theories of cross-cultural communication (such as Hofstede's Cultural Dimensions, Hall's High-Low Context Communication and The Constitutive Theory of Communication by Craig) ○ Cultural variations affect both verbal and nonverbal communication – Albert Mehrabian's communication theory in learning environments and what constitutes professional communication in an education context • Social identity theory and its consequences for team dynamics in multinational educational teams ○ Theories of teamwork – Bruce Tuckman's model Belbin's Team roles and collaboration in global contexts ○ Effective intercultural cooperation and conflict resolution: theoretical models ○ Models of distributed leadership in environments of international education ○ Technology's contribution to enable international teacher cooperation • Theoretical approaches on time management and organisation ○ Cultural differences in views of time – Monochronic vs. polychronic cultures and their influence on planning and deadlines in educational projects ○ Theories of efficient work habits and self-regulation in various professional settings, including the Eisenhower Matrix and the Pomodoro Technique ○ Organisational best practice within own setting policy and procedures • Cognitive models of problem-solving and their possible cultural deviations ○ Theories of initiative and problem-solving

What needs to be learned

- Theoretical models for encouraging creativity and initiative inside worldwide educational institutions
- Problems in own setting and suggest pragmatic responses
- Views from several cultures on the procedures of making decisions
- Reflective practice theory
 - Tools for global teachers' critical thinking ideas and their relevance for comprehending events in many worldwide settings
 - The role cultural self-awareness plays in successful reflective practice for teachers everywhere
 - Theoretical models for guiding professional development from many sources of feedback
 - Model for Great Teaching
- Psychological theories of stress and coping in cross-cultural transitions
 - Resilience and adaptability in international careers
 - Theoretical models of flexibility and resilience in negotiating the demands of international academic life
 - Social conventions and expectations for behaviour in many cultural settings
 - Theories of professional identity building in global environments and impression management
 - The part ethical systems play in directing professional behaviour across cultural boundaries

Learning outcome 2: Critically review the professional responsibilities, ethical considerations, and legal frameworks relevant to educational practice within a global context

- Theoretical frameworks of professional responsibilities in global education
 - Philosophical stances on the responsibility and duty of care in cultural and legal contexts within education environments
 - Theories of responsibility and accountability in different governance systems of international educational institutions
 - The importance of adherence to codes of practice and regulatory requirements
- The function of rules and standards for professionals worldwide
 - Several ethical theories
 - Utilitarianism
 - Deontology

What needs to be learned

- Virtue ethics and their application to ethical conundrums faced in international education would help one to develop global educational practice
- The value of professional memberships and standards in education
 - Teachers' Standards
- Ethical issues across cultures concerning data privacy, confidentiality and conflicts of interest in a society gone global
 - Theoretical stances on learner autonomy promotion and power dynamics in several cultural settings
 - National and international approaches to data protection and privacy
 - Conflicts of interest and their risk to educational integrity
 - Own settings policies related to data protection, confidentiality and conflicts of interest with a view to taking accountability for their own part in effective implementation
- Ethical models for confronting prejudice and advancing equality amongst cultures
 - Comparative study of several legal systems and their influence on educational practice that is, rights of the child, teacher obligations – in international education
 - Bias and prejudice in education and how both impact on learner achievement
 - Equality and diversity issues in a global context, allowing learners to arrive at a balanced view of how to promote equality and value diversity in their own classrooms
- Knowing worldwide norms and pronouncements on human rights and education
 - Legal issues of safeguarding and child protection across boundaries
 - Theoretical viewpoints on how national and international policy affect teaching strategies
 - A broad range of legal and ethical issues in education
 - Political, Economic, Social, Technological, Legal, and Environmental (PESTLE) factors

Learning outcome 3: Explore theoretical approaches to collaborative and communicative interactions with diverse stakeholders in international educational environments

- In-depth study of intercultural communication models
 - Group work (Transactional Analysis, Speech Accommodation Theory) and their use in contacts with learners, coworkers and parents from many backgrounds

What needs to be learned

- Theories of language acquisition and their ramifications for multilingual student communication
- The part cultural intelligence (CQ) plays in successful intercultural communication
- Global educational collaboration theoretical frameworks
 - Social exchange theory and its relevance to comprehending international educator collaboration. (UN's Sustainable Development Goals – SDG 4; Quality of education) Intercultural theory of trust and relationship formation
 - Examples of productive online teamwork in international teacher preparation programmes
- Theories of parent-educator communication across cultures
 - Sociocultural perspectives on parental engagement in education and communication standards
 - Theoretical frameworks for establishing productive collaborations with parents from varied cultural origins
 - Managing cultural disparities in expectations and communication methodologies
- Exploring theoretical approaches to inter-agency collaboration in international contexts
 - Systems theory and how it can help us understand the interactions between educational institutions and external agencies across various countries
 - Other professional agencies that might be involved in supporting teachers and learners in education settings (Mendelow's Matrix)
 - Communication protocols and addressing challenges in cross-agency collaboration across borders can be quite beneficial
- Models that explore how to manage conflicts effectively across different cultures
 - Theories surrounding cultural competence and sensitivity in communication include various models for developing cultural competence, such as Bennett's Developmental Model of Intercultural Sensitivity.
 - Frameworks that enhance empathy and foster understanding in interactions across different cultures.
 - Theories of conflict resolution in intercultural contexts, focussing on how cultural variations influence conflict styles and approaches to resolution.

What needs to be learned**Learning outcome 4: Compare theoretical perspectives on professional development and the application of learning in diverse international educational contexts**

- Exploring the theories of professional learning and development
 - How it can be quite enlightening to know teachers are part of a global cooperative that provides inclusive learning and development.
 - Models of adult learning, such as Knowles' Andragogy and Transformative Learning Theory, as they offer valuable insights.
 - Theoretical frameworks that enhance continuous professional development (CPD) in diverse international settings.
 - Cycle of Continuous Improvement
 - How reflection and self-assessment can contribute to your professional growth.
- Exploring the theories of transfer of learning across different contexts
 - How variation in practice can aid learning attainment and recall
 - How cognitive theories of transfer might inform the application of knowledge gained in one international setting to another
 - How contextual factors influence the transfer of professional knowledge and skills
- Exploring theoretical perspectives on adapting pedagogy for international settings
 - Theories of culturally responsive teaching and how they can be effectively applied in diverse classrooms
 - Suitable approaches for modifying curriculum and assessment to suit various cultural and educational contexts
- Exploring the theories surrounding global professional identity development
 - What professional identity means, particularly the role of socialisation theories in shaping a professional identity within the context of international education
 - How intercultural experiences can influence and develop professional values and beliefs
- Theoretical frameworks for evaluating the impact of professional practice
 - Models for evaluating the effectiveness of teaching and professional interventions in diverse international settings
 - The Kirkpatrick Model and Brookfield's Lenses
 - The role of data and evidence-based practice in informing professional development

Essential information for tutors and assessors

Essential resources

Access to relevant curricula/syllabi for the subject.

Case studies of effective teaching strategies.

Observation tools (for example, peer review forms, mentor feedback templates).

Digital platforms for collaborative work (for example, shared drives, discussion forums).

Delivery requirements and learning activities

To ensure learners develop both theoretical understanding and practical skills, the unit should combine structured teaching, active learning and reflective practice. To reflect the requirements of this unit, the delivery approach should provide the following:

- Blended learning (face-to-face workshops, online seminars and self-directed study).
- Practical teaching experience (for example, micro-teaching, observed lessons or placement-based practice).
- Guided reading (annotate key pedagogical texts and apply ideas to own teaching).
- Theory-to-practice tasks (for example, apply Bruner's spiral curriculum to a topic in your subject).
- Final reflection portfolio (synthesise learning from activities into a professional development plan).
- For this unit, centres need to ensure that all learners have the required access to a minimum of 2 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.
- 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 2 by one-hour session or equivalent).

Assessment requirements

Learning outcome 1: Analyse the theoretical underpinnings of professional behaviours and attributes required for effective practice in international education

To satisfy the assessment criteria for this learning outcome, learners will produce, for example, a detailed report (e.g. 2000-2500 words) that thoughtfully examines several theoretical concepts of communication, maintaining a clear emphasis on their particular significance and nuanced application in various learning environments. Learners are encouraged to offer detailed examples and participate in thorough critical analysis, drawing on a diverse array of academic resources.

Learners will create a series of fact sheets that include in-depth examinations of three to four diverse case studies showcasing professional interactions, highlighting both successful and unsuccessful examples within various educational team contexts. Issues, e.g. challenges related to time management, organisation, problem-solving and initiative, should be considered within the factsheets regarding cooperation among teams. Learners will further develop an advanced multimedia presentation (e.g. integrating video, audio, and interactive components) that examines resilience strategies, moral behaviour and professional etiquette and professional conduct within their own setting's context.

Learning outcome 2: Critically review the professional responsibilities, ethical considerations, and legal frameworks relevant to educational practice within a global context

To satisfy the assessment criteria for this learning outcome, learners will examine a case study of a setting or educator and discern which theoretical models are present or lacking in their adherence to professional responsibilities. They will proceed to select two to three principal ethical theories (e.g. utilitarianism, deontology, virtue ethics, ethics of care) and analyse how each theory may guide the examination and resolution of particular complex moral dilemmas in education (e.g. confidentiality versus safeguarding, equitable resource distribution, freedom of speech versus harmful content). The analysis must examine a particular educational policy document (either national or international) to discern the foundational legal frameworks or agreements that have influenced its development and assess its impact on pedagogical approaches and develop a conceptual model that depicts the diverse interacting elements that may hinder the execution of ethical standards, legal frameworks and professional responsibilities in the field of education. Learners must develop a resource guide for educators that classifies and assesses essential information and support sources pertaining to professional responsibilities, ethics and legislation, including concise annotations for each entry.

Learning outcome 3: Explore theoretical approaches to collaborative and communicative interactions with diverse stakeholders in international educational environments

To satisfy the assessment criteria for this learning outcome, learners will select two to three principal theoretical frameworks of intercultural communication (e.g. Hofstede's Cultural Dimensions Theory, Hall's High-Low Context Communication Theory, Ting-Toomey's Face-Negotiation Theory) and examine their fundamental principles, advantages, limitations and particular significance regarding communication challenges and opportunities in diverse educational settings (e.g. interactions among teachers and students, colleagues, and parents from varied cultural backgrounds). Learners will identify a specific difficulty with stakeholder cooperation in education and suggest the application of a particular theoretical model to enhance efficiency and effectiveness. This could be, for example, issues with parents or guardians from varied backgrounds. They will create a guide for educators on culturally appropriate communication with parents and guardians, fully citing the theoretical foundations of the ideas provided. Learners must also examine and differentiate two to three theoretical frameworks of inter-agency collaboration and evaluate their practical consequences for cooperation between educational institutions and other entities (e.g. social services, health organisations) before comparing and contrasting various theoretical frameworks and models of cultural competency in relation to intercultural communication in education and conflict resolution in educational environments.

To conclude this assessment criteria, learners must conduct a teaching task that focuses on a specific theoretical approach to collaborative and communicative interactions with students. Learners must plan and deliver a lesson, of a minimum of 45 minutes, to a class with precise methods and resources, along with a critical self-evaluation of their effectiveness and justification of their choices of approaches. Learners must design a lesson plan for a named topic within their specialist subject and provide a complete explanation of how specific theoretical approaches to collaborative and communicative interactions have influenced their choices of activities, resources and assessment strategies. A reflective journal documenting their attempts to apply specific theoretical approaches to collaborative and communicative interactions into the lesson must be provided. The reflection should analyse the outcomes and reflect on what was learned about how effective different approaches were and suggest adaptations to teaching approaches and resources in response to diverse learning needs and characteristics.

Learning outcome 4: Compare theoretical perspectives on professional development and the application of learning in diverse international educational contexts

To satisfy the assessment criteria for this learning outcome, learners will select and analyse two to three pivotal theoretical models pertinent to professional development for educators (e.g. Communities of Practice, Action Research Model, Transformative Learning Theory in relation to professional development, Mentoring Models). They will examine the fundamental principles, methods, advantages and drawbacks of each model. This could be a whole report or hybrid of presentation and question-and-answer supported by

detailed speaker notes. Learners will go on to examine two to three principal theoretical concepts of transfer of learning (e.g. identical elements theory, cognitive load theory, situated learning theory) and elucidate how these theories account for the challenges and facilitators in the application of knowledge and skills across diverse learning environments (e.g. from training to classroom practice, across various subject areas, in novel cultural contexts). The suggested evidence type for this activity would be a detailed report. Learners will compare and differentiate two to three distinct theoretical frameworks for instructional transformation, evaluating their advantages and drawbacks in accommodating varied students and global situations and go on to develop a conceptual map that delineates the principal theoretical elements and factors shaping the emergence of a worldwide professional identity in education. Furthermore, they will produce a case study of one of their professional practice projects and utilise theoretical models to evaluate its potential or actual impact.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*. Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Mapping to occupational standard

This unit is associated with the following occupational standards.

- ST0149: K12, K13, K14, K19, S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S17, S18, S19, S20, S21, S22, S23, S24, S25, B1, B2, B3, B4, B5, B6

Unit 5: Effective Digital and Online Pedagogies

Level:	5
Unit type:	Mandatory
Assessment type:	Internal
Credit value:	15
Guided learning hours:	90

Unit introduction

In this unit, learners will explore the dynamic and ever-evolving landscape of digital and online education. As technology continues to advance, the methods and tools used in teaching and learning are constantly changing. This unit aims to provide learners with a comprehensive understanding of these changes and how they impact both educators and students. We will delve into various digital pedagogies, examining their effectiveness and how they can be integrated into traditional teaching methods to enhance the learning experience.

Throughout this unit, learners will engage with a range of digital tools and platforms that are transforming education. From virtual classrooms and online assessments to interactive learning modules and educational apps, we will cover the latest innovations in digital education. Learners will have the opportunity to experiment with these tools, gaining hands-on experience and understanding their practical applications. By the end of this unit, they will be equipped with the knowledge and skills to utilise digital technologies in their teaching practice effectively.

Moreover, we will discuss the challenges and opportunities presented by online education. As more institutions adopt online learning, it is crucial to understand the implications for student engagement, accessibility and equity. We will explore strategies for creating inclusive and engaging online learning environments, ensuring that all students succeed. This unit will also address the ethical considerations of digital education, including data privacy and the digital divide. By critically examining these issues, you will be prepared to navigate the complexities of digital and online pedagogies in your professional practice.

Learning outcomes and assessment criteria

To pass this unit, learners need 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
1. Critically analyse the theoretical frameworks that support effective digital and online pedagogies	1.1 Critically assess the application of core learning theories within digital and online contexts. 1.2 Examine the fundamental ideas and elements of recognised educational frameworks for online education. 1.3 Examine theoretical frameworks on engagement, motivation and collaboration within digital learning environments. 1.4 Analyse the advantages and disadvantages of various theoretical frameworks in guiding effective digital and online teaching methodologies.
2. Develop and assess inclusive and accessible online and blended learning experiences guided by pedagogical concepts and digital resources	2.1 Implement the concepts of inclusive design in the creation of online or blended learning activities. 2.2 Integrate accessibility standards and criteria in the development of digital learning resources. 2.3 Assess the inclusivity and accessibility of current online or blended learning materials with appropriate criteria and instruments. 2.4 Rationalise design decisions for online and mixed learning environments grounded in pedagogical principles.
3. Use various digital technologies and online platforms to improve participation, collaboration and assessment across different learning environments	3.1 Select and implement digital solutions to improve learner engagement in online or hybrid learning experiences. 3.2 Use online tools efficiently to enhance collaboration and communication among students. 3.3 Incorporate digital tools and platforms for various assessment objectives, encompassing both formative and summative evaluations. 3.4 Justify the choice and use of digital tools and online platforms grounded in pedagogical reasoning.

Learning outcomes	Assessment criteria
4. Critically analyse the ethical, legal, and safety implications related to digital and online education	4.1 Examine essential ethical questions pertaining to digital citizenship, data privacy and intellectual property within the context of online education. 4.2 Examine pertinent legal frameworks and their consequences for the design and implementation of online education. 4.3 Assess safety factors and methodologies for fostering a secure and accountable online educational atmosphere. 4.4 Conduct a critical reflection on individual methodologies in digital and online instruction concerning ethical, legal and safety standards.
5. Assess the influence of digital and online teaching methods on student outcomes and suggest evidence-based strategies for ongoing enhancement	5.1 Assess theoretical frameworks for evaluating the influence of digital and online pedagogies on learner outcomes. 5.2 Examine research outcomes about the efficacy of various digital tools and online pedagogical approaches. 5.3 Recommend evidence-based techniques to enhance the design and implementation of online or blended learning experiences, grounded in an assessment of their effectiveness. 5.4 Critically review the influence of digital pedagogies and delineate solutions for ongoing professional development.

Unit content

What needs to be learned
Learning outcome 1: Critically analyse the theoretical frameworks that support effective digital and online pedagogies • Behaviourism and online learning ◦ The implementation of reward and feedback systems in digital platforms – Automated assessments – Achievement badges ◦ Critiques of behaviourist methodologies in promoting profound online learning • Cognitivism and online learning ◦ Online interfaces and navigation to enhance cognitive processing ◦ Methods for alleviating cognitive burden in digital educational resources ◦ The function of multimedia in facilitating cognitive processes, such as dual coding theory • Constructivism and online learning ◦ Enabling knowledge building via online collaborative activities, problem-based learning and project-based learning ◦ The significance of online discourse and peer engagement in the construction of knowledge • Connectivism ◦ Learning as the establishment of networks within digital contexts ◦ The significance of online communities, social media and decentralised resources in education ◦ Digital competencies for engaging with and contributing to online networks • Heutagogy (self-determined learning) ◦ Learner autonomy and agency in the design of online education ◦ Self-directed learning trajectories, elective activities and learner-created material • Community of inquiry (CoI) framework ◦ Social presence, cognitive presence and teaching presence in online education ◦ Approaches for cultivating each component ◦ The CoI framework across various online environments

What needs to be learned

- Technological pedagogical content knowledge (TPACK) framework
 - The interaction among technology, pedagogy and topic knowledge in proficient digital instruction
 - Activities for cultivating TPACK
 - Evaluations and expansions of the TPACK framework
- Substitution, augmentation, modification, redefinition (SAMR) model
 - Utilise the SAMR Model to assess and improve the integration of technology in education
 - Advancing from mere substitution to revolutionary use of digital tools
- Synchronous versus asynchronous learning
 - Pedagogical issues for the design and facilitation of synchronous live webinars, virtual classrooms and asynchronous discussion forums, self-paced modules and online activities
 - The advantages and disadvantages of each method
- Self-determination theory (SDT)
 - Autonomy, competence and relatedness in online education to augment intrinsic motivation
 - Online activities that address these requirements
- Expectancy-value theory
 - Student anticipations of achievement and the perceived significance of online learning activities
 - Methods for enhancing both
- Participation in digital contexts
 - Interactive online experiences
 - Simulations:
 - Interactive quizzes
 - Branching situations
 - Integrating multimedia components (video, audio, animations)
 - Personalisation and adaptive learning technology
 - The fundamentals of gamification (points, badges, leaderboards) and game-orientated education

What needs to be learned

- Social constructivism
 - Online assignments that necessitate learners to collectively generate understanding
 - Efficient online collaborative work strategies
 - Designated roles
 - Common objectives
 - Accountability mechanisms
- Establishing online learning communities
 - Techniques for promoting social interaction, trust and a sense of belonging in virtual settings
 - The significance of instructor presence and facilitation
 - Effectively managing online discussions
- Social presence theory
 - The significance of learners experiencing a sense of 'presence' and connection in online settings
- Methods for augmenting social presence via communication and engagement
 - Learning theories and curriculum design

Learning outcome 2: Develop and assess inclusive and accessible online and blended learning experiences guided by pedagogical concepts and digital resources

- Universal design for learning (UDL)
 - The three principles (many methods of representation, action and expression, engagement) and their pragmatic implementation in the creation of online content and activity design
 - UDL guidelines and checkpoints
- Addressing varied needs
 - The distinct accessibility demands of individuals with visual, auditory, motor and cognitive disabilities in digital contexts
 - Assistive technology and their incorporation
 - Online learning environments that accommodate neurodiversity
- Linguistic diversity and cultural responsiveness
 - Strategies for developing multilingual online resources
 - Culturally pertinent examples and activities

What needs to be learned

- Communication modalities and inclinations
- WCAG (Web Content Accessibility Guidelines)
 - WCAG 2.1 AA and AAA standards
 - The POUR (Perceivable, Operable, Understandable, Robust) principles
 - WCAG checklists and assessment instruments
- Legal and ethical obligations
 - Pertinent disability discrimination legislation and the ethical need to ensure equitable access
 - Policies and norms for institutional accessibility
- Accessibility attributes of digital instruments
 - The inherent accessibility functionalities of diverse Learning Management System (LMS) systems, writing tools and web apps
 - The constraints of automatic accessibility evaluators
- Differentiated instruction online
 - Techniques for delivering diverse content, methodologies and outcomes to address individual learner requirements in virtual settings
 - Adaptive learning technologies and individualised learning trajectories
- Flexible learning pathways and evaluation
 - Modular material that provides students with options in activities and evaluation techniques
 - Competency-based learning methodologies in an online format
- Promoting inclusivity and community
 - Inclusive online discussion forums, collaborative activities and avenues for social engagement
 - Online microaggressions and foster respectful digital discourse
- Formulating evaluation criteria
 - Detailed checklists and rubrics for evaluating the inclusion and accessibility of online educational materials
 - Learner viewpoints in assessment
 - Utilising evaluation instruments
- Practical engagement with accessibility assessment tools
 - Welfare And Vulnerability Engagement (WAVE)

What needs to be learned

- Off-screen readers and other assistive technology simulators
- The constraints of these instruments
- Collecting and addressing feedback
 - Methodologies for gathering input from a heterogeneous group of students regarding the accessibility of online courses
 - Iterative design informed by feedback

Learning outcome 3: Use various digital technologies and online platforms to improve participation, collaboration and assessment across different learning environments

- Interactive content creation
 - Instruments for developing interactive movies:
 - H5P
 - Edpuzzle
 - Simulations and virtual laboratories
 - Interactive presentations
 - Nearpod
 - Mentimeter
 - Virtual tours
 - Educational applications and optimal practices for each
- Gamification and game-based learning
 - Game concepts and their implementation in online educational design
 - Diverse gamification platforms and game-based educational aids
 - Learning exercises that integrate game aspects
- Multimedia integration
 - Fundamental principles for the successful use of audio, podcasts, voiceovers, video, screencasts, brief lectures, interactive visuals infographics
 - Interactive diagrams to augment comprehension and engagement
 - Considerations for accessibility in multimedia
 - An extensive examination of LMS features, including threaded forums for discussions, asynchronous debates, collaborative document production through wikis and shared documents, group project management tools and peer review capabilities
 - Online collaboration within an LMS

What needs to be learned

- Collaborative web-based tools
 - Practical expertise with shared whiteboards:
 - Miro
 - Jamboard
 - Mind mapping applications
 - MindMeister
 - Coggle
 - Project management systems
 - Trello
 - Asana
 - Social annotation platforms
 - Hypothesis
 - Strategies for pedagogical application and integration
- Principles of efficient online collaborative work
 - Distinct roles, collective objectives and accountability frameworks for virtual group assignments
 - Methods for enhancing virtual team communication and resolving conflicts
- Features of LMS assessment
 - LMS capabilities to generate diverse question formats (multiple choice, short answer, essay), oversee assignments (submission, grading, feedback) and deliver automated responses
 - The constraints of automated evaluation
- Formative assessment instruments
 - Digital technologies for rapid comprehension assessments, polls, quizzes, word clouds, interactive exercises for prompt feedback and online exit tickets
- E-portfolios and peer assessment
 - The educational advantages of e-portfolios for demonstrating learning and reflection
 - Online peer evaluation tasks utilising digital instruments and assessment criteria
- Authentic assessment online
 - Digital assignments that reflect practical applications of knowledge and abilities
 - Producing multimedia presentations

What needs to be learned

- Generating online resources
- Executing virtual interviews
- Strategic integration
 - Frameworks for the selection of optimal tools and platforms aligned with distinct learning objectives, learner attributes and pedagogical aims
 - A unified and comprehensive educational experience utilising many tools
 - The influence of tool selection on learner engagement and outcomes

Learning outcome 4: Critically analyse the ethical, legal and safety implications related to digital and online education

- Digital citizenship and online identity
 - Frameworks of digital citizenship
 - The ethical obligations of instructors and students in online environments
 - Digital identity and reputation
 - Ethical concerns associated with the collection, storage and utilisation of student data in digital environments
 - Copyright legislation, fair use doctrine and Creative Commons licences pertaining to digital instructional materials
 - Prevent plagiarism and foster academic integrity in digital contexts
- Digital equity and access
 - The digital divide and its effects on students
 - Fair access to technology and digital learning resources
 - Challenges related to affordability and digital literacy
- Artificial intelligence and learning analytics
 - The ethical ramifications of employing AI-driven instruments for evaluation, customisation and feedback
 - Biases in algorithms and the clarity of learning analytics
- Data protection legislation (e.g. GDPR)
 - Understanding of concepts, individual rights, and responsibilities for educators and institutions concerning personal data in online education
 - Concrete measures for adherence
- Copyright law
 - The legal structure governing the utilisation and dissemination of digital content for educational objectives

What needs to be learned

- Licensing contracts and attribution stipulations
- Accessibility legislation
 - Pertinent disability discrimination statutes and their explicit mandates for online learning systems and content
 - Legal ramifications of non-compliance
- Institutional policies
 - Institutional regulations, including data security, acceptable technology usage, online communication and intellectual property
- Digital safety and security
 - Online threats for students:
 - Cyberbullying, grooming
 - Exposure to detrimental content
 - Methods to enhance online safety knowledge and foster responsible online conduct
- Establishing secure digital environments
 - Explicit protocols for online communication and engagement
 - Online dialogues and managing unacceptable conduct
 - Privacy settings and security functionalities of digital platforms
- Institutional safeguarding policies
 - Institutional safeguarding policies and reporting protocols in digital environments
 - Online safeguarding issues
- Physical safety in blended learning
 - The secure use of digital devices and equipment within physical learning environments
 - Potential risks associated with technology integration
- Critical reflection
 - Frameworks for the rigorous examination of ethical, legal, and safety procedures in one's online teaching. Recognising possible blind spots and opportunities for enhancement
 - Evaluations from peers and students regarding certain facets of online practice
 - A personal code of ethics for digital and online instruction

What needs to be learned

Learning outcome 5: Assess the influence of digital and online teaching methods on student outcomes and suggest evidence-based strategies for ongoing enhancement

- Kirkpatrick's levels of evaluation (adaptation for online learning)
 - The four levels (response, learning, behaviour, results) to assess the efficacy of online learning programmes
 - Suitable data sources for each tier
- Technology acceptance model (TAM)
 - Determinants affecting students' acceptance and utilisation of technology in education
 - The perceived utility and user-friendliness of digital tools and platforms
- Alternative evaluation frameworks
 - Models such as the DeLone and McLean Model of Information Systems Success and their applicability to the efficacy of online learning
- Investigation into efficacy
 - Critical analysis of research methodology employed in studies assessing the effectiveness of online learning
 - Factors that mediate and limit the influence of technology on learning
 - The constraints of current research
 - Meta-analyses and systematic reviews
- Data-informed decision making
 - Pertinent data sources in online learning settings (LMS analytics, assessment outcomes, participation metrics, survey data, qualitative feedback)
 - Data analytic methodologies to discern trends and patterns
 - Evidence-based strategies to enhance online course design and delivery
- Strategies for ongoing enhancement
 - Frameworks for continuous improvement
- Plan-do-study-act
 - Soliciting and implementing input from students, colleagues and mentors
 - Self-reflection on digital pedagogical methods
 - Engaging in professional learning communities and virtual conferences
 - Stay informed on emerging technologies and methodological advancements in online education

What needs to be learned

- Formulating a personal professional development plan to augment online teaching efficacy

Essential information for tutors and assessors

Essential resources

Access to relevant curricula/syllabi for the subject.

Case studies of effective teaching strategies.

Observation tools (for example, peer review forms and mentor feedback templates).

Digital platforms for collaborative work (for example, shared drives and discussion forums).

Delivery requirements and learning activities

To ensure learners develop both theoretical understanding and practical skills, the unit should combine structured teaching, active learning and reflective practice. To reflect the requirements of this unit, the delivery approach should provide the following:

- Blended learning (face-to-face workshops, online seminars and self-directed study).
- Practical teaching experience (for example, micro-teaching, observed lessons or placement-based practice).
- Guided reading (annotate key pedagogical texts and apply ideas to own teaching).
- Theory-to-practice tasks (for example, apply Bruner's spiral curriculum to a topic in your subject).
- Final reflection portfolio (synthesise learning from activities into a professional development plan).

Assessment requirements

Learning outcome 1: Critically analyse the theoretical frameworks that support effective digital and online pedagogies

To satisfy the assessment criteria for this learning outcome, learners will select 2-3 fundamental learning theories (e.g. behaviourism, cognitivism, constructivism, connectivism) compose a comprehensive report that critically examines their relevance, advantages and drawbacks in the context of designing and delivering digital and online learning experiences. They ought to furnish concrete instances of how these theories are exemplified (or not exemplified) in online contexts. Learners will then prepare and present the core concepts and components of one or more established online education frameworks to a group of peers or a panel that includes the course tutor and possibly the internal verifier. On completion of the presentation, learners will examine and differentiate several theoretical frameworks that pertain to engagement, motivation, or collaboration in online learning, emphasising their fundamental assumptions and practical ramifications. Learners will perform a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of one or more theoretical frameworks and its application to digital and online education.

Learning outcome 2: Develop and assess inclusive and accessible online and blended learning experiences guided by pedagogical concepts and digital resources

To satisfy the assessment criteria for this learning outcome, learners will develop a multimedia resource (e.g. interactive video, presentation) for online education, deliberately integrating elements that address varied student requirements in accordance with inclusive design principles. They will identify and rectify accessibility deficiencies in current digital learning tools used in their own work setting, documenting the modifications implemented and their compliance with accessibility requirements. Execute a formal accessibility assessment of current online or blended learning resources using recognised standards (e.g. WCAG) and suitable tools (e.g. accessibility checkers, manual evaluations). They will then generate a comprehensive report delineating their conclusions and suggestions. Learners will also present their design for an online or mixed learning environment, clearly expressing the pedagogical concepts that inform their key decisions and defending their approach. These may inform work policy as a set of dual-purpose activities that fulfil outcome requirements and enhance existing school digital and hybrid educational experiences.

Learning outcome 3: Use various digital technologies and online platforms to improve participation, collaboration and assessment across different learning environments

To satisfy the assessment criteria for this learning outcome, learners will select and deploy one or more digital technologies in practice (e.g. interactive video platforms, gamification tools, polling software) inside a structured online or hybrid learning activity and furnish evidence of their implementation together with a justification for their selection based on their potential to enhance participation. Formulate a comprehensive rationale for implementing an online collaborative learning activity using designated tools, delineating methods for enhancing communication, overseeing group dynamics and optimising the utilisation of the selected resources. Learners will devise a particular online assessment activity (formative or summative) that intentionally integrates digital technologies or platforms for delivery, submission, feedback, or evaluation, elucidating the educational rationale behind the design. All these activities could be embedded into current or past lesson plans used in earlier units with modifications showing changes. Learners will reflect on their experience using digital tools and platforms in a learning activity (either actual or simulated), critically assessing the degree to which their selected tools corresponded with their pedagogical objectives and facilitated learning enhancement.

Learning outcome 4: Critically analyse the ethical, legal and safety implications related to digital and online education

To satisfy the assessment criteria for this learning outcome, learners will develop a presentation (e.g. video, interactive slideshow) that explores fundamental ethical enquiries in the designated domains, uses examples and engages with diverse perspectives. They will conduct research and compose a report that scrutinises one or more relevant legal frameworks (e.g. GDPR, copyright law, accessibility laws) and analyses their specific implications for the design and implementation of online education, including actual examples. Learners will develop a training module for instructors or students focused on online safety and responsible digital conduct, detailing essential safety considerations and practical approaches. They will then use a self-assessment instrument (either devised or supplied) to check compliance with ethical, legal and safety requirements in online teaching practices and formulate a personal action plan to rectify any identified deficiencies.

Learning outcome 5: Assess the influence of digital and online teaching methods on student outcomes and suggest evidence-based strategies for ongoing enhancement

To satisfy the assessment criteria for this learning outcome, learners will select and critically review 2-3 theoretical frameworks intended to assess the influence of technology on learning (e.g. Kirkpatrick's Levels of Evaluation adapted for online learning, Technology Acceptance Model, Activity Theory), examining their strengths, weaknesses and relevance to various online learning environments. This should ideally be included in a detailed report. Their reports will include an analysis of literature regarding the success of a particular digital technology or online pedagogical method (e.g. collaborative online projects, flipped learning utilising video) and a synthesis of the findings, highlighting principal outcomes and determinants affecting efficacy. Upon reviewing study outcomes, learners suggest evidence-based strategies to improve the design and execution of an online or blended learning experience for a given context, explicitly connecting their recommendations to research findings. Learners will create a professional development plan, either personal or institutional, aimed at augmenting educators' proficiency in the effective integration of digital pedagogies, substantiating the proposed activities by a critical analysis of the impact of these pedagogies.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4: Assessment requirements*. Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Mapping to occupational standard

This unit is associated with the following occupational standards.

- ST0149: K1, K2, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K15, K16, K19, K20, B2, B3

Unit 6: Action Research

Level:	5
Unit type:	Optional
Assessment type:	Internal
Credit value:	15
Guided learning hours:	90

Unit introduction

This unit focuses on understanding and applying action research in educational settings. Learners will examine the theoretical foundations, definitions and main ideas of action research, including its models, approaches and potential advantages and challenges. The unit emphasises planning and design of ethical and practical action research projects tailored to the classroom. This includes determining a focused research question, addressing ethical issues, creating a detailed action research plan and evaluating the project's suitability for the educational context.

Learners will apply suitable data collection and analysis techniques in action research, ensuring efficiency and addressing data quality issues. The unit involves reviewing the results, analysing their impact on a study question, evaluating the strengths and drawbacks of the research process, discussing challenges faced and exploring how the results will influence future classroom environments. This comprehensive approach ensures that action research is both practical and reflective, contributing to continuous improvement in educational settings.

The unit focuses on effectively communicating action research results and identifying areas for continuous learning and professional development. This includes presenting results using suitable techniques, exploring various communication channels, addressing ethical considerations and incorporating continuous learning into future classroom environments. Additionally, it emphasises discussing the role of action research in continuous professional development, ensuring that findings are shared responsibly and contribute to the improvement of educational practices. This comprehensive approach ensures that action research is both impactful and sustainable in educational settings.

Learning outcomes and assessment criteria

To pass this unit, learners need 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
1. Examine the theoretical underpinnings and main ideas of action research applied in learning environments	1.1 Analyse definitions and features of action research in the field of education. 1.2 Examine the theoretical roots supporting action research approaches. 1.3 Discuss the main ideas that direct action research in learning environments. 1.4 Examine several models and approaches of action research. 1.5 Review the possible advantages and difficulties of doing action research in the field of education.
2. Plan and design ethical and practical action research projects relevant to own classroom	2.1 Determine a reasonable and controllable emphasis for an action research project. 2.2 Create a well-defined, narrowly focused, ethically sound action research question. 2.3 Describe the main ethical issues relevant to a suggested action research project. 2.4 Create a workable action research plan including goals, deadlines and data-collecting techniques. 2.5 Evaluate whether suggested action research project fits a particular educational setting.
3. Apply suitable approaches of data collecting and analysis in action research	3.1 Choose techniques for data collecting suitable for their context and action research question. 3.2 Demonstrate strategies for applying selected data collecting techniques with efficiency. 3.3 Use fundamental methods of data analysis appropriate for the information gathered in action research. 3.4 Reflect on problems with data quality and rigour in their method of data collecting and analysis.

Learning outcomes	Assessment criteria
4. Review the results of action research and consider closely the process and conclusions	4.1 Analyse and translate the results of action research in respect to a study question. 4.2 Examine how research activities affect the area of focus in action research. 4.3 Evaluate action research process's strengths and drawbacks. 4.4 Discuss any difficulties or restrictions faced during research and their impact on results. 4.5 Explain how action research results will affect a future classroom environment.
5. Communicate the results action research and pinpoint areas for continuous learning and professional development	5.1 Clearly and successfully present the results of action research using suitable techniques. 5.2 Explore a selection of channels of communication for distributing action research findings to an audience. 5.3 Present ethical ramifications for the sharing of action research results. 5.4 Describe ways to include continuous learning into a future classroom environment. 5.5 Discuss the part action research can play in ongoing professional growth.

Unit content

What needs to be learned
Learning outcome 1: Examine the theoretical underpinnings and main ideas of action research applied in learning environments • Diverse definitions ◦ Eminent academics (such as Kurt Lewin, Kemmis, McNiff), use of innovative technologies • Identification and classification of consistent features ◦ Research cyclical ◦ Practical focus ◦ Teacher involvement ◦ Systematic inquiry ◦ Improvement goals • Differentiating from scholarly research ◦ Reliability ◦ Making assessments ◦ Professional reflection ◦ Goals ◦ Approaches in action research selection • Evolution of definition: (participatory action research, critical theory, pragmatism) ◦ How knowledge of action research has evolved ◦ Importance of action research for improving professional practice ◦ Application in real-world scenarios • Reflective practice (experiential learning, social constructivism under related theoretical perspectives) ◦ Reflection on action research and its impact on professional practice ◦ How varied ideas shape action research • Teachers as researchers (practice, methodical investigation, teamwork, improvement commitment and understanding the plan) ◦ Iterative and cyclical act-observe-reflect cycle ◦ Comparison of models including Kemmis and McTaggart, Stringer and O'Brien • Different strategies (personal, group, educational) ◦ Learning sets and their strengths and limitations

What needs to be learned

- Fit of models and techniques for different settings
- Benefits of developing analytic skills and reasoning skills (for teachers, students and institutions)
- Critical evaluation of time, prejudice, ethics, support, knowledge, tools

Learning outcome 2: Plan and design ethical and practical action research projects relevant to own classroom

- Research topics (personal teaching challenges, student learning needs, curriculum implementation issues, school improvement priorities, observations, comments)
 - Techniques for reducing a large area of interest to a reasonable and controllable focus for a classroom-based project (e.g. concentrating on a specific group of students, a particular teaching strategy, or a limited time)
- Personal Resources and Limitations (matching the research emphasis with own abilities, free time, resources access, and the pragmatic constraints of their teaching environment)
 - Criteria for assessing, feasibility within the given constraints, possible influence of various research foci on teaching and learning
- Features of a strong research question
 - Standards for a well-defined, narrowly focused question (e.g. clarity, specificity, relevance, research ability inside the action research paradigm)
 - Question types (descriptive, comparative, intervention-oriented, applicability for several research topics)
 - Methods for developing and polishing first questions to guarantee they are clear, targeted and relate to the selected emphasis
 - Ethics (e.g. possible for bias, impact on participants' self-esteem), how to create questions that are ethically sound
- Essential ethical standards for educational research
 - Fundamental ethical values (informed consent, voluntary participation, confidentiality)
 - Power dynamics involved, how ideas apply to classroom-based research involving own students and colleagues
- Potential ethical problems during the phases of planning, execution and distribution of an action research project
 - Ways to reduce ethical risks and guarantee moral behaviour all through the research process (e.g. creating anonymous data, getting consent forms, setting clear limits)

What needs to be learned

- Action research plan elements of a thorough plan
 - Well-defined
 - Quantifiable objectives
 - Reasonable deadlines and schedules for every phase
 - Data-collecting techniques fit the research question
- Methods of data collection
 - Observation protocols
 - Questionnaires
 - Interviews
 - Analysis of student work
 - Learning journals
 - Choice of approaches that will answer the research question and are practical to implement
- Action agenda and reasonable timeline by steps
- Contextual variables in learning environments
 - Contextual elements that might affect the viability and applicability of an action research project
 - School environment
 - Leadership support
 - Resources
 - Student population
 - Curriculum priorities
 - Current statistics
- Project standards (relevance, feasibility, impact, ethical consequences inside that context)
 - Criteria for evaluating the fit of a suggested project with a particular educational setting
- Case studies of other action research projects conducted in different educational environments
- Techniques for changing a research focus, question, or approach to better fit the possibilities and restrictions of a given teaching environment

What needs to be learned

Learning outcome 3: Apply suitable approaches of data collecting and analysis in action research

- Synopsis of methods of data acquisition
 - Qualitative techniques (e.g. observations, interviews, focus groups, document analysis, reflective journals, visual data)
 - Quantitative techniques (e.g. surveys, questionnaires, pre/post-tests, rating scales, attendance records)
 - Matching data-collecting methods with several kinds of action research questions (e.g. descriptive, exploratory, intervention-oriented)
 - Appropriate use of Artificial Intelligence (AI) for research and learning in education and training, detecting overuse for creating evidence of student work
- Contextual factors (e.g. age of students, classroom environment, school culture, time constraints, researcher skills, access to resources)
 - Influence on the suitability and feasibility of different data collecting methods
- Ethical considerations in data collection
 - Data-collecting approaches (e.g. privacy, consent, bias)
 - Selection of techniques that minimise ethical risks.
- Techniques for planning and preparing for data collecting
 - Developing clear protocols
 - Piloting instruments
 - Scheduling data collecting
 - Organising materials
- Time management and organisation
 - Ways to efficiently allocate time for data collecting and methodically arrange acquired data (e.g. by means of recording devices, data logs, coding systems)
- Importance of rapport with participants to encourage valid and significant data collection
- Flexibility and capacity to modify selected techniques, depending on real-time observations and new difficulties during data collecting
- Qualitative data analysis
 - thematic analysis (identifying patterns and themes), content analysis (systemically analyses text or visual data) and narrative analysis (examining stories and personal accounts)

What needs to be learned

- Quantitative data analysis
 - basic visual representations of data (e.g. bar charts, pie charts, line graphs)
 - fundamental quantitative analysis techniques, including descriptive statistics (e.g. computing means, medians, modes, frequencies, percentages)
- Matching of methodologies to data types
 - Type of data gathered (qualitative, quantitative), selection of suitable analytical technique linked to the research question under investigation
- Interpretation of findings (meaningful conclusions drawn pertinent to their action research focus from data analysis results)
- Understanding data quality concepts in the context of action research
 - Trustworthiness (in qualitative research)
 - Validity (measuring what is intended)
 - Reliability (consistency of measurement)
- Hazards to rigour and data quality
 - Sources of bias
 - Limits of selected methods
 - Difficulties guaranteeing the accuracy and dependability of acquired and examined data
- Enhancing data quality
 - Techniques for improving data quality and rigour in action research (triangulation, member checking, clear protocols, careful recording, methodical analysis)
- Limitations of own data collecting and analysis techniques, how these limits might affect the interpretation of results

Learning outcome 4: Review the results of action research and consider closely the process and conclusions

- Data-interpretation techniques
 - Advanced techniques for interpreting both qualitative (e.g. identifying significant themes, patterns, and relationships in coded data, developing narratives) and quantitative (e.g. interpreting statistical significance) data
- Triangulation of data sources closer to cogent and complete research results
- Findings from action research
 - Linking the examined data

What needs to be learned

- Synthesised conclusions back to the original action research question
- Turning results into meaningful insights
 - How to express the practical relevance
 - Instructional ramifications of the results beyond simple data reporting
- Nature of action research
 - How each stage of the action research cycle – plan, act, observe, reflect – may result in a refinement or change in the initial area of focus or research question)
- Evaluating outcomes
 - Recognition and examination of unexpected results or emergent themes discovered during data collecting and analysis that might call for a re-evaluation or change of the study focus
- Effect of interventions
 - How the carried-out activities or interventions themselves could affect the area of focus, so generating fresh questions or paths of research
- Researcher reflexivity and influence
 - How the research focus and the interpretation of results might be shaped by the researcher's own viewpoints, prejudices, behaviours
- Inherent strengths of action research
 - Practicality
 - Relevance to practitioners
 - Possibility for quick impact
 - Teacher empowerment
 - Contribution to reflective practice
 - Critically help one to appreciate them
- Limitations and possible negative effects of action research
 - Problems of generalisability
 - Bias
 - Difficulties in maintaining rigour
 - Time constraints
 - The need of research skills

What needs to be learned

- How the strengths and limitations of action research compare to those of other educational research methods
 - Experimental research
 - Qualitative case studies
- How to recognise and explain any obstacles or constraints found during the action research process
 - Logistical problems
 - Ethical conundrums
 - Participant attrition
 - Data collecting or analysis tool limits
 - Unanticipated contextual changes
- How to critically evaluate how challenges or constraints might have affected:
 - The gathered data
 - The analytical process
 - The general validity
 - Dependability of the research findings
- Transparency
 - In the limits of the research
 - In the final report or distribution
- How to apply the results of action research into practical plans and interventions for the future
- Possible wider ramifications of discoveries for:
 - Curricular development
 - Classroom management
 - Teaching philosophy
 - Student interactions
- How the knowledge acquired from action research can be applied regularly in future teaching work.
- The value of sharing their knowledge with peers and how their action research can support an 'always improving' culture in education

What needs to be learned

Learning outcome 5: Communicate the results action research and pinpoint areas for continuous learning and professional development

- How to structure presentations logically
 - Use of clear and succinct language to customise messages to different audiences
 - Peers
 - School leaders
 - Parents
- Use of visual aids
 - Charts
 - Graphs
 - Images
 - Videos
- Different presentation styles
 - Oral presentations
 - Posters
 - Infographics
 - Short films
 - Interactive digital presentations
 - Improving ability to present interesting and motivating educational materials
- Visualisation of qualitative
 - Word clouds
 - Thematic maps
 - Quantitative
 - Bar charts
 - Line graphs
 - Scatter plots
 - Data
- How to create a motivating story around data-based research results to captivate audience
- Formal distribution channels, including:
 - Written reports

What needs to be learned

- Academic style
 - Practitioner-focused summaries
- Presentations
 - At conferences
 - School meetings
- Publishing in practitioner journals or appropriate online platforms
- Informal distribution channels
 - Conversations with colleagues
 - Resource sharing in professional learning communities (PLCs)
 - Blog/vlog entries
 - Social media updates (with appropriate privacy controls)
 - School-based workshop or training session development
- Based on the intended audience, the reason of distribution, the type of the results, judge which communication channels would be most suitable
- Use of different digital tools and platforms
 - Presentation software
 - Infographic creators
 - Video editing tools
 - Online collaboration platforms
 - That can legitimately share results of action research
- Data protection and confidentiality, safeguarding of research participants' confidentiality and privacy when disseminating results
 - Anonymising methods
 - Safe data storage
 - Explicit permissions
 - Avoiding personally identifiable information
- Avoiding biases and misrepresentation, constraints and potential alternative interpretations
- Intellectual property rights, the need to correctly attribute the work of others when sharing results
- Ways to design classes that support student inquiry, curiosity and investigation
 - Inquiry-based learning

What needs to be learned

- Project-based learning
- Student-led research
- Methods for guiding students towards their own reflective practices
 - Self-assessment
 - Peer feedback
 - Learning logs
- How ideas of action research
 - Identifying issues
 - Gathering data
 - Acting
 - Could be re-used with students in age-appropriate contexts
- How to use many kinds of data
 - Assessments
 - Student comments
 - Observations
 - To guide and enhance their instruction and student learning constantly
- Using action research as a tool for introspection, promotion of critical self-reflection on ideas and teaching strategies
- How action research can support educators to make evidence-based decisions and take responsibility for their professional development
- How teachers could foster a cooperative and knowledge-sharing culture by including action research results into their work
- How the knowledge and abilities acquired through action research complement professional teaching guidelines and can help own professional development

Essential information for tutors and assessors

Essential resources

Access to relevant curricula/syllabi for the subject.

Case studies of effective teaching strategies.

Observation tools (for example, peer review forms and mentor feedback templates).

Digital platforms for collaborative work (for example, shared drives and discussion forums).

Delivery requirements and learning activities

To ensure learners develop both theoretical understanding and practical skills, the unit should combine structured teaching, active learning and reflective practice. To reflect the requirements of this unit, the delivery approach should provide the following:

- Blended learning (face-to-face workshops, online seminars and self-directed study).
- Practical teaching experience (for example, micro-teaching, observed lessons or placement-based practice).
- Guided reading (annotate key pedagogical texts and apply ideas to own teaching).
- Theory-to-practice tasks (for example, apply Bruner's spiral curriculum to a topic in your subject).
- Final reflection portfolio (synthesise learning from activities into a professional development plan).

Assessment requirements

Learning outcome 1: Examine the theoretical underpinnings and main ideas of action research applied in learning environments

To satisfy the assessment criteria for this learning outcome, learners will, in a report, contrast several definitions and spot fundamental elements associated with action research in the field of education. The report will include a developed theoretical framework showing the connection between several theoretical roots supporting action research. Learners will engage in a debate stressing several points of view on the direction of ideas in action research. In a standalone evaluation, learners will compare the merits and shortcomings of action research models. Learners must reflect after taking part in a debate on the advantages and disadvantages of different action research models. Reflections could form part of a systematic school approach to self-assessment informing CPD activities.

Learning outcome 2: Plan and design ethical and practical action research projects relevant to own classroom

To satisfy the assessment criteria for this learning outcome, learners will produce a concept map graphically showing the narrowing of a broad topic, a well-justified outline of a research question and a feasibility analysis report weighing contextual and personal constraints. Learners will create a clearly stated research question with a thorough justification of its ethical soundness and focus. They will then go on to generate a thorough study of ethical quandaries in an analysis of possible ethical concerns and mitigating techniques. Produce a comprehensive action research plan with objectives, deadlines and data collecting strategies. The learners must evaluate the usefulness of any action research for their own subject setting within the action plan.

Learning outcome 3: Apply suitable approaches of data collecting and analysis in action research

To satisfy the assessment criteria for this learning outcome, learners will produce a rationale for why particular data collection methods are appropriate for their research question and context. They will also create a thorough time management schedule for data collecting and apply data collection strategies in projected timeframes. Learners will produce a report proving the use of suitable analytical techniques to their real (or simulated) data. Simulation is permitted. AI may be used to inform action research topics if the source is acknowledged, date of access recorded, question used and non-editable screenshot is included in an appendix section. AI tools must always be referenced appropriately and used only to inform learning. Learner evidence for the outcome must include a reflection on problems of data quality and rigour, considering the research proposal.

Learning outcome 4: Review the results of action research and consider closely the process and conclusions

To satisfy the assessment criteria for this learning outcome, learners will produce a well-written, detailed report that demonstrates the analysis process and provides a clear interpretation of the findings with respect to the research question. They will maintain a reflective journal (any format, digital or non-digital) recording the research process with reference to changes as research unfolds. The reflections should scrutinise and evaluate the benefits and shortcomings of the action research methodology. Learners will deliver a succinct oral presentation covering difficulties experienced in action research. The presentation must also include specific examples of how the results will inform future practice.

Learning outcome 5: Communicate the results action research and pinpoint areas for continuous learning and professional development

To satisfy the assessment criteria for this learning outcome, learners will deliver a presentation of action research findings and the tutor create an observation of the presentation or video record it. If the language of assessment is not English, assessors must produce detailed observation records that provide a narrative for each student presentation. Learners will produce a written study contrasting the advantages and shortcomings of other forms of presenting findings to audiences. The study

(report preferred) will contain a set of logically supported moral rules for distributing action research. Produce a modified existing lesson plan showing how action research could be used with students. Learners will generate a five-year personal development plan (any appropriate format) that includes one continuous inquiry-based project for each academic period (specific dates are not required). On completion of adapting an existing lesson plan, the learner must include within their reflections how action research contributes to ongoing professional growth in education.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4: Assessment requirements*. Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Mapping to occupational standard

This unit is associated with the following occupational standards.

- ST0149: B1, B2, B3, B4, B5, B6

Unit 7: Understanding the Principles and Practices of Quality Assurance in Assessment

Level:	5
Unit type:	Optional
Assessment type:	Internal
Credit value:	15
Guided learning hours:	90

Unit introduction

This unit focuses on analysing the principles and purposes of Quality Assurance (QA) in educational assessment, including definitions, guiding principles, goals and the impact of pedagogical strategies and settings. Learners will examine internal and external QA processes, their application in diverse contexts and the interaction between these systems. They will review internal quality control systems, external strategies, the application and adaptation of QA procedures and difficulties and creative ideas for applying these procedures.

The unit explores the roles and responsibilities of key stakeholders in ensuring the quality of assessment, including identifying stakeholders, explaining their roles, examining communication needs, resolving conflicts of interest and discussing student participation. Additionally, learners will consider the importance of validity, reliability, fairness, authenticity in assessment design and implementation, defining these concepts, exploring conflicts and interrelationships, evaluating methods to ensure quality, discussing difficulties, risks and examining how assessment techniques impact these criteria. This comprehensive approach ensures a thorough understanding of QA in educational assessment.

The unit focuses on critically reflecting on ethical considerations and continuous improvement strategies within QA in assessment. This includes examining important ethical issues in the design, application, and evaluation of assessments, as well as the need for professional standards and codes of behaviour and the values and necessity of ongoing development in QA. Additionally, it explores approaches and models to support the continuous development of assessment systems and examines obligations and contributions to ethical and ongoing development methods for QA. This ensures a thorough understanding of ethical and continuous improvement strategies in educational assessment.

Learning outcomes and assessment criteria

To pass this unit, learners need 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
1. Analyse the fundamental principles and purposes of QA in educational assessment	1.1 Analyse definitions of QA in educational assessment. 1.2 Analyse the basic principles guiding QA in educational assessment. 1.3 Discuss the main goals of QA in assessment decision-making. 1.4 Examine how effective pedagogical strategies complement QA. 1.5 Examine how different settings affect the application and interpretation of QA concepts.
2. Examine a range of internal and external QA processes and their application in diverse international educational context	2.1 Review internal quality control systems applied in educational assessment. 2.2 Describe external QA strategies used in educational assessment. 2.3 Examine the application and adaptation of internal and external QA procedures in educational assessment. 2.4 Examine the interaction and relationship between systems of internal and external QA. 2.5 Discuss difficulties and creative ideas for applying QA procedures in educational assessment.
3. Evaluate the roles and responsibilities of key stakeholders in ensuring the quality of assessment	3.1 Identify the main stakeholders with an interest in the process of quality assuring educational assessment. 3.2 Explain the roles and obligations of stakeholders involved in the assessment process. 3.3 Examine the need for good stakeholder communication and teamwork in QA. 3.4 Examine possible conflicts of interest among interested parties and suggest solutions. 3.5 Discuss how students might be active participants in the quality control of educational assessments.

Learning outcomes	Assessment criteria
4. Analyse the importance of validity, reliability, fairness, and authenticity as key quality criteria in assessment design and implementation	4.1 Define and explain validity, accountability, fairness, reliability and authenticity in educational assessment. 4.2 Analyse the possible conflicts and interrelationships between the main principles of QA. 4.3 Evaluate methods for guaranteeing validity, reliability, fairness and authenticity in assessment design. 4.4 Discuss typical difficulties and possible risks to meeting quality standards. 4.5 Examine how various assessment techniques either support or impede the attainment of validity, reliability, fairness and authenticity.
5. Critically reflect on ethical considerations and continuous improvement strategies within QA in assessment	5.1 Examine important ethical issues pertinent to the design, application and evaluation of assessments. 5.2 Discuss the need for following professional standards and codes of behaviour in QA activities. 5.3 Examine the values and need for ongoing development in QA in educational assessment. 5.4 Analyse approaches and models to support ongoing development of assessment systems. 5.5 Analyse obligations and contributions to ethical and ongoing development methods for quality assuring the assessment process.

Unit content

What needs to be learned
Learning outcome 1: Analyse the fundamental principles and purposes of QA in educational assessment
• Quality assurance (QA) ○ Definitions from reliable sources and international QA bodies – Quality Assurance Agency (QAA) – Council for Higher Education Accreditation (CHEA) – Regional accreditation agencies ○ The notion of ‘fitness for purpose’ • Fundamental ideas of QA ○ Transparency (clear assessment criteria, feedback processes), accountability (roles and responsibilities) ○ Continuous improvement (iterative cycles) ○ Fitness for purpose (alignment with learning outcomes) ○ Stakeholder involvement (feedback mechanisms) • QA's purposes in assessment ○ Validity (measuring what it intends) ○ Reliability (consistency) ○ Justice (equity and access) ○ Maintaining standards (benchmarking) ○ Increasing public confidence (trust in qualifications) ○ Supporting effective teaching and learning (informing pedagogy). • The relationship between effective pedagogy and QA ○ How QA processes – Curriculum mapping – Assessment alignment ○ Directly support and are informed by effective pedagogical approaches – Constructive alignment – Differentiated instruction ○ The symbiotic link between strong quality of instruction and learning

What needs to be learned

- Globally contextual QA approaches
 - Cultural standards
 - Government structures
 - Resource availability

Learning outcome 2: Examine a range of internal and external QA processes and their application in diverse international educational contexts

- Internal QA procedures
 - Curriculum alignment (mapping outcomes to assessment)
 - Assessment design review (using checklists and peer feedback)
 - Moderation (statistical and judgemental)
 - Standardisation (developing mark schemes)
 - Internal verification (Lead Verifier roles)
 - Feedback systems (student and staff)
- Processes for external quality control
 - Accreditation bodies and regulatory agencies
 - Inspection reports
 - The role of external examiners and international benchmarking studies (e.g. PISA, TIMSS)
- Use in many contexts
 - How internal and external processes are adapted due to resource constraints, cultural norms (e.g. emphasis on individual vs. group work) and governance structures (centralised versus decentralised systems)
- Internal and external QA's symbiotic relationship
 - How coherent internal QA can equip organisations for effective external review
 - How outside comments might inspire internal development
- QA process challenges and innovations
 - Issues, including cultural biases, workload management and consistency among several assessors
 - Creative ideas including e-portfolios for moderation, online standardising platforms
 - Artificial intelligence (AI) and the potential for academic misuse

What needs to be learned

Learning outcome 3: Evaluate the roles and responsibilities of key stakeholders in ensuring the quality of assessment

- Determining important players
 - Pertinent groups and their different degrees of influence and interest in assessment quality
 - The scene of the stakeholders in educational evaluation
- Each stakeholder's roles and obligations
 - Students (engagement, feedback)
 - Teachers (design, marking, feedback)
 - Assessors (fair and consistent judgement)
 - Curriculum developers (alignment)
 - Leaders (resources, policies)
 - Parents (support, engagement)
 - Employers (skill validation)
 - Regulatory bodies (standards, compliance)
- Cooperation and communication among stakeholders
 - Communication strategies
 - Creating communication plans
 - Active listening
 - Cooperative QA
 - Joint moderation
 - Stakeholder feedback forums
 - Ways to promote good cooperation and communication
- Managing conflicting stakeholder interests
 - Conflicting stakeholder interests in assessment
 - Pressure for high grades versus maintaining standards
 - Ethical principles and QA frameworks
 - Ways to give fair and accurate assessment top priority
- Learner as a QA stakeholder
 - Student voice in QA through feedback mechanisms (surveys, focus groups)
 - How to properly compile and apply comments provided

What needs to be learned

Learning outcome 4: Analyse the importance of validity, reliability, fairness and authenticity as key quality criteria in assessment design and implementation

- Establishing fundamental quality standards
 - Validity (content, construct, criterion-related – predictive, concurrent, face)
 - Reliability (test-retest, inter-rater, parallel forms, internal consistency – Cronbach's Alpha)
 - Fairness (avoiding bias – cultural, gender, etc. accessibility – accommodations, equity – opportunities to demonstrate learning)
 - Authenticity (real-world tasks, cognitive complexity).
- Interactions amongst quality criteria
 - How these criteria interact
 - Highly authentic tasks might be harder to mark consistently
 - Ensuring fairness might require changes that affect authenticity
- Techniques for guaranteeing quality standards
 - Embedding these criteria in assessment design
 - Using blueprints for content validity
 - Developing clear rubrics for inter-rater reliability
 - Providing accommodations for justice
 - Designing performance tasks for authenticity
- Obstacles in meeting quality standards
 - Typical difficulties in their fields of study and abroad
 - Translating real assignments across cultures
 - Guaranteeing accurate marking of peer assessments with different markers
- The part assessment strategies play in attaining quality
 - Strengths and shortcomings of several assessment strategies (essays, MCQs, portfolios, presentations, practical exercises)

What needs to be learned

Learning outcome 5: Critically reflect on ethical considerations and continuous improvement strategies within QA in assessment

- Ethical issues in evaluations
 - Confidentiality (student data)
 - Data security (storage and use)
 - Bias (in assessment design and marking)
 - Transparency (clear criteria and processes)
 - Appeals processes (fair and accessible)
 - Responsible use of assessment data (for improvement, not just judgement)
- Professional standards and codes of behaviour
 - Pertinent ethical codes from foreign teaching institutions and awarding bodies, stressing how they affect assessment methods
- The value of constant enhancement
 - The always changing cycle of monitoring, assessing, and improving rather than a one-time occurrence
 - How data analysis and comments help to produce improvements
- Techniques for ongoing enhancement
 - Practical tools and frameworks for continuous improvement
 - Plan-Do-Study-Act (PDSA) cycle
 - SWOT analysis of assessment processes
 - The importance of feedback loops from all stakeholders
- The part reflection plays in QA
 - Use of reflective journals or peer observation

Essential information for tutors and assessors

Essential resources

- Access to relevant curricula/syllabi for the subject.
- Case studies of effective teaching strategies.
- Observation tools (for example, peer review forms and mentor feedback templates).
- Digital platforms for collaborative work (for example, shared drives and discussion forums).

Delivery requirements and learning activities

To ensure learners develop both theoretical understanding and practical skills, the unit should combine structured teaching, active learning and reflective practice. To reflect the requirements of this unit, the delivery approach should provide the following:

- Blended learning (face-to-face workshops, online seminars and self-directed study).
- Practical teaching experience (for example, micro-teaching, observed lessons or placement-based practice).
- Guided reading (annotate key pedagogical texts and apply ideas to own teaching).
- Theory-to-practice tasks (for example, apply Bruner's spiral curriculum to a topic in your subject).
- Final reflection portfolio (synthesise learning from activities into a professional development plan).

Assessment requirements

Learning outcome 1: Analyse the fundamental principles and purposes of QA in educational assessment

To satisfy the assessment criteria for this learning outcome, learners will carefully contrast and evaluate at least three different definitions of Quality Assurance (QA) from international bodies and scholarly literature, so highlighting the advantages and drawbacks. Learners will then examine a given case study of an educational institution's QA procedures, specifically noting and assessing the application – or lack thereof – of at least four basic QA principles (e.g. openness, responsibility). This could be the centre's own QA policy and procedures. Supported by concrete examples, learners will deliver a 15-minute presentation delineating and defending the three most important uses of QA in assessment. Assessor notes in a record of activity for each student would be necessary and a Q&A response summary. Learners will produce at least three significant entries from a reflective diary, providing a critical assessment of how particular QA procedures – such as curriculum mapping – relate to and support pedagogical approaches – such as

constructive alignment. To conclude, they will produce a synthesis analysis of the interpretation and application of two key QA principles – e.g. stakeholder involvement, accountability – in two different international educational settings.

Learning outcome 2: Examine a range of internal and external QA processes and their application in diverse international educational contexts

To satisfy the assessment criteria for this learning outcome, learners will provide detailed descriptions of at least three different internal QA systems (e.g. moderation, standardisation, internal verification), along with their goals, main phases and potential advantages. Using at least three different external QA measures – e.g. accreditation, inspection, external examination – used internationally, learners will generate a set of thorough notes that stress their aims and key features. The learners will extend to include an examination of a given case study detailing the application of QA in one educational environment, then a proposal outlining how these procedures might be modified for a very different environment, supported by clear justifications, together with a justification of their interdependence and possible impact, a clearly labelled diagram showing the relationship and interaction between particular internal (at least two) and external (at least one) QA mechanisms. Supported by visual aids, they will plan and deliver a 20-minute group presentation identifying and analysing at least two major challenges and two notable innovations in QA. Assessor notes of individual performance and a synopsis of group reactions to debate topics would be required.

Learning outcome 3: Evaluate the roles and responsibilities of key stakeholders in ensuring the quality of assessment

To satisfy the assessment criteria for this learning outcome, learners will generate justifications outlining the stakeholder relevance and degree of involvement in QA, as well as a visual stakeholder map identifying stakeholder groups (including others involved in the assessment process). With examples, learners will produce detailed profiles outlining the roles and responsibilities of at least three different stakeholders, such as teachers, school leaders and external examiners, in ensuring assessment quality. Evidence will include a document detailing a plan for encouraging efficient communication and cooperation between at least three separate stakeholder groups to improve assessment QA, including channels of communication and cooperative activities, such as standardisation. In a report or other suitable format, learners will examine a given ethical conundrum involving competing stakeholder interests in assessment (e.g. pressure from teachers to sign off on paperwork with no actual scrutiny applied), resulting in a well-reasoned and ethically reasonable suggested solution. Closing evidence for the outcome will include an evaluation of the value of students as active participants in QA and offering particular instances of how their comments could be efficiently compiled and applied for development.

Learning outcome 4: Analyse the importance of validity, reliability, fairness, and authenticity as key quality criteria in assessment design and implementation

To satisfy the assessment criteria for this learning outcome, learners will generate clearly written definitions of validity, reliability, fairness and authenticity, accompanied by a pertinent example from an international educational setting. Using cases to show possible synergies and tensions, learners must critically examine the interrelationships between validity, reliability, justice and authenticity. Learners will provide a critique of a given assessment task (e.g. a report or presentation), assessing the degree to which it addresses validity, reliability, fairness and authenticity, followed by a thorough proposal for how the task might be improved to better meet these criteria. A discussion of at least two shared difficulties and possible obstacles to achieving validity, dependability, fairness, or authenticity in a particular international educational setting (selected by the learner), along with recommended mitigating solutions, must be provided. In terms of their capacity to support or impede the achievement of validity, reliability, fairness and authenticity, learners will create a thorough review of the strengths and shortcomings of at least three different assessment approaches (e.g. report, performance task (practical), portfolio).

Learning outcome 5: Critically reflect on ethical considerations and continuous improvement strategies within QA in assessment

To satisfy the assessment criteria for this learning outcome, learners will examine a given ethical case study (e.g. breach of confidence, bias in marking), highlighting the main ethical concerns and suggesting a reasonable course of action grounded on ethical values. Learners must generate an evaluation of the relevance and significance of particular clauses from a recognised international code of conduct or professional standards document with respect to assessment procedures. This could be from the awarding bodies the centre works with, such as Pearson BTEC, using a particular framework (e.g. PDSA cycle) as an illustrative model, to explain the ideas and value of ongoing improvement in QA. Evidence will also include a proposal justifying the selected approach by outlining a specific strategy or framework (e.g. feedback loops, data analysis) for fostering ongoing improvement in a selected aspect of an international assessment process. Closing outcome 5, learners will include instances of how their thinking has changed and future intentions for their professional practice, providing at least three significant reflections on the changing awareness of ethical issues and continuous improvement in QA throughout the unit.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4: Assessment requirements*. Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Mapping to occupational standard

This unit is associated with the following occupational standards.

- ST0149: K1, K3, K5, K6, K9, K13, K14, K18, K19, S11, S12, S17, S21, B2, B3, B5, B6

Unit 8: Developing Creative Approaches to Teaching and Learning

Level:	5
Unit type:	Optional
Assessment type:	Internal
Credit value:	15
Guided learning hours:	90

Unit introduction

This unit focuses on understanding definitions, theories, and the importance of innovation in various educational settings. Learners will review different definitions and approaches to creativity in education, consider key theories related to innovation and their application in learning, and the necessity of fostering creativity in diverse environments, analyse obstacles to creativity and solutions to overcome them and explore the links between entrepreneurship, creativity and innovation.

The unit investigates how technologies, tools and classroom environments can enhance creative teaching and learning. This includes investigating the impact of physical surroundings, resources, and technologies on creativity, designing inclusive classrooms and analysing the challenges and opportunities of using technology for innovation. Additionally, learners will consider the use of artistic methods to support critical thinking, creative expression and problem-solving. This will include assessing creative teaching approaches, examining how they develop analytical skills, evaluating artistic techniques for originality, discussing ways to improve problem-solving abilities and explaining how creative methods foster higher-order thinking.

The unit focuses on how creative teaching strategies are applied in various classrooms. This includes reviewing personal experiences with innovative techniques, analysing the challenges and successes of implementing creative ideas in different learning environments, comparing methods to measure the impact of creative teaching on student results, discussing the importance of ongoing professional development for enhancing creative teaching skills and evaluating innovative approaches used by others. This comprehensive approach aims to improve the effectiveness and creativity of teaching practices.

Learning outcomes and assessment criteria

To pass this unit, learners need 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
1. Examine definitions, theories and the value of innovation in different learning environments	1.1 Review several definitions and approaches of creativity in education. 1.2 Examine important theories underlining innovation and their application in education and learning. 1.3 Discuss the need for encouraging creativity in different learning environments. 1.4 Analyse the possible obstacles to creativity in learning environments and solutions to go beyond them. 1.5 Analyse the connections between entrepreneurship, creativity and innovation.
2. Review several creative teaching approaches and strategies and their use in increasing student involvement and innovation	2.1 Evaluate several creative teaching approaches and strategies suitable for own school setting. 2.2 Examine the pedagogical ideas and theoretical frameworks supporting particular creative approaches. 2.3 Analyse how well several creative techniques increase student participation. 2.4 Examine how innovation and original thinking inspire creative teaching methods. 2.5 Investigate how creative strategies might be adapted to fit various learning environments and settings.

Learning outcomes	Assessment criteria
3. Examine how technologies, tools, and the classroom support and foster creative teaching and learning	3.1 Investigate how the physical surroundings affect instructional and learning creativity. 3.2 Examine how different resources might encourage creative expression. 3.3 Explore how several technologies might support and improve innovative teaching and learning. 3.4 Discuss ways to design inclusive and exciting classroom settings that inspire innovation for every student. 3.5 Analyse the possibilities and difficulties of using technologies and resources to inspire innovation.
4. Examine ways to use artistic means to support critical thinking, creative expression and problem-solving	4.1 Assess how students' problem-solving ability might be developed with creative teaching approaches. 4.2 Examine how creative methods might help to develop analytical skills and critical thinking. 4.3 Evaluate several artistic approaches to inspire originality and idea generation. 4.4 Discuss how to improve abilities by including creative ideas for problem-solving. 4.5 Explain how creative approaches might be used to foster higher-order thinking.
5. Examine closely how creative teaching strategies are applied in both their own and others' classrooms	5.1 Review own experiences of using innovative teaching techniques. 5.2 Examine the difficulties and achievements of using innovative ideas in several learning environments. 5.3 Compare several approaches to measure how creative teaching affects student results. 5.4 Discuss the need for continuous professional development for honing creative teaching skills. 5.5 Evaluate innovative teaching approaches used in other people's classrooms.

Unit content

What needs to be learned
Learning outcome 1: Examine definitions, theories and the value of innovation in different learning environments
● Defining creativity ○ Models comparison – Four Ps – Componential Theory ○ Separate 'big C' from 'little C' creativity ○ Definitions from eminent thinkers – Guilford – Torrance, Robinson ● Creative theories ○ Psychological theories – Associative theory – Investment theory ○ Developmental viewpoints and sociopolitical influences on creativity in education ○ Relevance of major theories of creativity for instruction and learning ● Value of originality ○ Advantages of creativity for teachers – Innovation – Job satisfaction ○ Students – Involvement – Problem-solving – Adaptability ○ Society – Development ○ The need to encourage creativity in different kinds of learning environments ● Obstacles of creativity ○ Systemic – Rigid curriculum

What needs to be learned

- Standardised testing
- Environmental
 - Lack of resources
 - Uninspired spaces
- Attitudinal
 - Fear of failure
 - Fixed mindset
- Ways to create an engaging environment by means of practical activities and resource inquiry
- Innovation, creativity and entrepreneurship
 - The interdependence of these ideas in the classroom
 - How entrepreneurial ideas and creative thinking might inspire students
 - Influence on student future development and connections among creativity, innovation and entrepreneurship

Learning outcome 2: Review several creative teaching approaches and strategies and their use in increasing student involvement and innovation

- Strategic creative instruction
 - Range of methods
 - Mind mapping
 - Role-playing
 - Simulations
 - Gamification
 - Visual thinking
 - Storytelling
 - Inquiry-based learning
 - Arts integration
- Based on theory
 - Pedagogical foundations of these approaches (constructivism, experiential learning, social learning theory, multiple intelligences)
- Learner engagement
 - How various creative approaches might boost inspiration, involvement and more thorough learning

What needs to be learned

- Encouraging creativity
 - How artistic approaches inspire different thinking, idea generation, risk-taking and original solution development
- Flexibility for diversity
 - How creative strategies might be changed to fit the demands of students
 - Different learning styles
 - Abilities
 - Cultural backgrounds
 - Including varying degrees of creativity

Learning outcome 3: Examine how technologies, tools and the classroom support and foster creative teaching and learning

- Environment of physical learning
 - How classroom layout, adaptable spaces, access to nature, and sensory components affect involvement and creativity
- Varied sources
 - How open-ended materials, arts-based resources, community experts, and multidisciplinary connections might inspire imagination and creative inquiry
- Purpose of technology
 - How digital tools
 - Virtual reality
 - Coding platforms
 - Multimedia creation software
 - Collaborative online spaces
 - Might enable creative expression, problem-solving and invention
- Including and motivating surroundings
 - Ways to create learning environments and activities that fit many learning styles, ability levels, and cultural backgrounds, promoting a feeling of safety and risk-taking
 - Ideas of Universal Design for Learning (UDL)
- Problems and possibilities in global contexts
 - Using settings, tools and resources to inspire innovation worldwide
 - Resource availability

What needs to be learned

- Technological access
- Cultural appropriateness

Learning outcome 4: Examine ways to use artistic means to support critical thinking, creative expression and problem-solving

- Creative solving of problems
 - Methods that inspire creative answers (design thinking, lateral thinking, group problem-solving exercises)
- Encouraging critical thinking
 - Evaluation, analysis and synthesis skills using artistic methods
 - Visual analysis
 - Perspective-taking
 - Questioning strategies
- Promoting original expression
 - To inspire imagination and original idea generation
 - Storytelling
 - Visual arts
 - Drama
 - Music
 - Creative writing
 - Use of expressive forms in the classroom
- Integration across curriculum
 - How innovative ideas might be included into different disciplines to make learning more interesting and foster transferable skills (imagination, critical thinking, problem-solving)
 - Adoption of the integration of creative approaches across several disciplines
- Advocating higher-order thought
 - How innovative approaches might push students towards more sophisticated cognitive processes and beyond rote learning
 - Bloom's Taxonomy and similar frameworks

What needs to be learned

Learning outcome 5: Examine closely how creative teaching strategies are applied in both their own and others' classrooms

- Considering own work
 - What worked well?
 - What difficulties emerged?
 - What students discovered?
- Difficulties and achievements
 - Common challenges
 - Time constraints
 - Curriculum pressures
 - Resistance to change
 - Highlight effective instances of creative implementation in different contexts
- Assessing impact
 - Approaches
 - Observation
 - Student comments
 - Analysis of student work, action research
 - For evaluating the effects of creative teaching
 - Advantages and disadvantages of each approach
- Constant professional improvement
 - Need for ongoing education, exploration and teamwork in developing creative teaching strategies
 - Tools and techniques for continuing professional development (CPD)
- Examining other people's creativity
 - Instances of innovative teaching in others' work and recognise ideas they might apply to their own growth

Essential information for tutors and assessors

Essential resources

Access to relevant curricula/syllabi for the subject.

Case studies of effective teaching strategies.

Observation tools (for example, peer review forms and mentor feedback templates).

Digital platforms for collaborative work (for example, shared drives and discussion forums).

Delivery requirements and learning activities

To ensure learners develop both theoretical understanding and practical skills, the unit should combine structured teaching, active learning and reflective practice. To reflect the requirements of this unit, the delivery approach should provide the following:

- Blended learning (face-to-face workshops, online seminars and self-directed study).
- Practical teaching experience (for example, micro-teaching, observed lessons or placement-based practice).
- Guided reading (annotate key pedagogical texts and apply ideas to own teaching).
- Theory-to-practice tasks (for example, apply Bruner's spiral curriculum to a topic in your subject).
- Final reflection portfolio (synthesise learning from activities into a professional development plan).
- For this unit, centres need to ensure that all learners have the required access to a minimum of 2 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.
- 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 2 by one-hour session or equivalent).

Assessment requirements

Learning outcome 1: Examine definitions, theories and the value of innovation in different learning environments

To satisfy the assessment criteria for this learning outcome, learners will produce a written analysis including at least three definitions/models of creativity in education with noted strengths and limitations. Learners will clearly link two major theories of creativity to useful teaching and learning strategies and deliver a presentation with supporting slides and a transcript, precisely outlining the advantages of encouraging creativity for different learning environments. They will go on to produce an authentic, well-organised report noting at least three different, either real or simulated, obstacles seen and suggesting rational solutions to remove those obstacles. Learners must produce an analysis supported by examples, offering a clear study of the links between entrepreneurship, creativity and innovation inside an educational context.

Learning outcome 2: Review several creative teaching approaches and strategies and their use in increasing student involvement and innovation

To satisfy the assessment criteria for this learning outcome, learners will examine at least five distinct creative teaching techniques, each with important characteristics and possible uses (e.g. visual aids, brief written descriptions) explained. Learners must explicitly connect the selected creative strategies to pertinent learning theories (e.g. constructivism, experiential learning) and pedagogical principles. Based on observed or simulated implementation of a creative strategy, learners will evaluate a case study and its impact on student engagement using indicators – e.g. participation levels, enthusiasm. A proposal detailing how particular creative teaching strategies could be purposefully developed and used to inspire different thinking and the production of fresh ideas in each subject. The proposal should provide clear justifications for the modifications and a comparative adaptation plan showing how two different creative strategies could be modified to effectively accommodate students with diverse needs (e.g. visual students, EAL students).

Learning outcome 3: Examine how technologies, tools and the classroom support and foster creative teaching and learning

To satisfy the assessment criteria for this learning outcome, learners will provide a written justification and a thorough design proposal – with sketches or digital mock-ups – showcasing how a learning environment might be arranged or modified to maximise creative activity. Examining a particular learning environment, learners will analyse the possibilities of at least three distinct kinds of resources to inspire imagination and creative output, so offering specific examples. A technology integration plan detailing how particular digital tools (e.g. animation software, collaborative writing platforms) might be deliberately used within a lesson or unit to improve creative processes and outcomes. A written strategy document outlining doable plans for establishing a classroom or learning environment that is both inclusive and motivating for creative thinking and expression for every student. Learners will analyse a comparative case study looking at the possibilities and difficulties of using resources and/or technologies for creative learning in two different educational environments.

Learning outcome 4: Examine ways to use artistic means to support critical thinking, creative expression and problem-solving

To satisfy the assessment criteria for this learning outcome, learners will analyse instances of how at least two different creative teaching strategies (e.g. design thinking, simulations) can be purposefully used to develop problem-solving skills in students. Learners will then evaluate the efficacy of creative approaches – e.g. Socratic seminars with a creative twist, visual thinking strategies – in developing critical analysis and evaluation skills in students. Designed to inspire imaginative expression and the generation of fresh ideas – e.g. brainstorming variants, mind mapping for ideation – a practical toolkit (digital or physical) will be created, comprising descriptions and implementation guidance for at least three different creative techniques. With well-defined learning objectives and activities, a cross-curricular lesson plan or unit outline will demonstrate how a particular creative approach – such as role-playing – can be combined across two separate units delivered in own school setting to improve problem-solving, critical thinking, or imaginative expression. Learners will evaluate how particular creative teaching strategies might be modified and used to foster higher-order thinking skills (e.g. analysis, synthesis, evaluation) in students with different learning profiles using a thorough approach.

To conclude this assessment criteria, learners must conduct a teaching task that focuses on critical thinking, creative expression and problem-solving with students. Learners must plan and deliver a lesson, of a minimum of 45 minutes, to a class with precise methods and resources, along with a critical self-evaluation of their effectiveness and justification of their choices of approaches. Learners must design a lesson plan for a named topic within their specialist subject and provide a complete explanation of how specific approaches to critical thinking, creative expression and problem-solving have influenced their choices of activities, resources and assessment strategies. A reflective journal documenting their attempts to apply specific approaches to critical thinking, creative expression and problem-solving into the lesson must be provided. The reflection should analyse the outcomes and reflect on what was learned about how effective different approaches were and suggest adaptations to teaching approaches and resources in response to diverse learning needs and characteristics.

Learning outcome 5: Examine closely how creative teaching strategies are applied in both their own and others' classrooms

To satisfy the assessment criteria for this learning outcome, learners will produce evaluations comprising at least three attempts to apply creative teaching strategies, including a critical analysis of the process, student responses and personal learning. Examining the possible difficulties and advantages of using a particular creative teaching strategy in two distinct educational environments – that of different age groups, different cultural settings – a comparative study will be presented with at least two different approaches for assessing the impact of creative teaching on student learning outcomes (e.g. observation protocols, analysis of creative products). With identified resources and activities, a personal professional development plan outlining specific, measurable, achievable, relevant and time-bound (SMART) goals for developing and refining their

creative teaching practices, should be developed. Analysing a recorded or observed instance of creative teaching by another educator, a structured observation report will identify the particular strategies used, their possible impact and, most importantly, lessons the learner might apply to their own practice, which will close out the outcome.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4: Assessment requirements*. Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Mapping to occupational standard

This unit is associated with the following occupational standards.

- ST0149: K1, K2, K3, K4, K5, K6, K8, K10, K11, K13, K14, K15, K16, K19, K20, S1, S2, S3, S3, S8, S9, S21, S25, B2, B3, B4, B5, B6

Unit 9: Promote Independent Learning

Level:	5
Unit type:	Optional
Assessment type:	Internal
Credit value:	15
Guided learning hours:	90

Unit introduction

This unit explores the knowledge and understanding needed for analysing definitions, theories and the value of autonomous learning in various educational environments. It includes research of different definitions and models of independent learning, key theories underpinning independent learning, and the importance of developing independent learning skills across diverse educational contexts and age ranges. The unit looks at potential barriers to independent learning and strategies to address them, as well as the relationship between independent learning and lifelong learning.

Learners will review several approaches and tools for helping them to acquire self-regulation and autonomy. They will explore various strategies and techniques for developing self-regulation in students, analyse the theoretical basis and pedagogical principles underpinning selected strategies and evaluate the effectiveness of different strategies in fostering students' motivation and engagement in independent learning. The unit examines how teaching practices can be adapted to support students' diverse needs and the role of feedback and assessment in promoting self-regulation and autonomy.

Finally, the unit explores how metacognition might support independent learning and implements techniques to develop metacognitive abilities. The unit considers the concept of metacognition, evaluates strategies for developing metacognitive awareness, how metacognitive skills can be integrated into teaching and learning activities and the application of metacognitive strategies in diverse educational contexts. The unit considers barriers to independent learning and strategies to address them, as well as the relationship between independent learning and lifelong learning. Additionally, the unit considers approaches and tools for fostering self-regulation and autonomy and explores the role of metacognition in supporting independent learning and developing metacognitive abilities.

Learning outcomes and assessment criteria

To pass this unit, learners need 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
1. Analyse definitions, theories, and the value of autonomous learning in different learning environments	1.1 Analyse different definitions and models of independent learning. 1.2 Analyse key theories underpinning independent learning and their relevance to teaching practice. 1.3 Discuss the importance of developing independent learning skills in students across diverse educational contexts and age ranges. 1.4 Evaluate potential barriers to independent learning in educational settings and strategies to address them. 1.5 Analyse the relationship between independent learning and lifelong learning.
2. Review several approaches and tools for helping learners to acquire self-regulation and autonomy	2.1 Describe a variety of strategies and techniques for developing self-regulation in students. 2.2 Analyse the theoretical basis and pedagogical principles underpinning selected strategies for promoting autonomy. 2.3 Evaluate the effectiveness of different strategies in fostering students' motivation and engagement in independent learning. 2.4 Analyse how teaching practices can be adapted to support students' diverse needs in developing self-regulation and autonomy. 2.5 Explore the role of feedback and assessment in promoting students' self-regulation and autonomy.

Learning outcomes	Assessment criteria
3. Evaluate how metacognition might support independent learning and implement techniques to develop metacognitive abilities	3.1 Analyse the concept of metacognition and its importance in independent learning. 3.2 Evaluate a range of strategies for developing student's metacognitive awareness. 3.3 Examine how metacognitive skills could be integrated into teaching and learning activities. 3.4 Analyse the role of metacognitive skills in supporting students' self-monitoring and self-evaluation. 3.5 Explore the application of metacognitive strategies in diverse educational contexts.
4. Analyse how tools and technologies might support and improve independent learning	4.1 Analyse the role of diverse learning resources in fostering independent learning. 4.2 Evaluate the potential of various technologies to support students' independent learning skills. 4.3 Examine strategies for guiding students in the effective use of resources and technologies for independent study. 4.4 Analyse the impact of open educational resources (OER) on promoting access and equity in independent learning. 4.5 Explore the challenges and opportunities of using resources and technologies to support independent learning in diverse international contexts.
5. Critically evaluate independent learning skills in both their own and others' practices	5.1 Critically reflect on their own experiences of assessing and evaluating independent learning skills. 5.2 Analyse the challenges and successes of assessing independent learning in diverse educational contexts. 5.3 Evaluate a range of methods for assessing students' development of independent learning skills. 5.4 Discuss the importance of providing constructive feedback to students on their independent learning skills. 5.5 Analyse examples of effective assessment of independent learning in others' practice and identify lessons learned.

Unit content

What needs to be learned
Learning outcome 1: Analyse definitions, theories and the value of autonomous learning in different learning environments
• Defining independent learning ◦ Definitions from eminent researchers – Knowles – Boud – Candy ◦ Related ideas – Self-directed learning – Learner autonomy ◦ Models – Zimmerman's model of self-regulated learning • Influence of independent learning theories ◦ Cognitive theories – Social cognitive theory – Constructivism ◦ Motivational theories – Self-determination theory ◦ Developmental points of view on independent learning • Value of independent learning skills and personal responsibility ◦ Advantages of autonomous learning for ▪ Teachers ▪ Facilitating rather than dictating learning – Students ▪ More motivation ▪ Deeper learning ▪ Enhanced problem-solving – Society – Developing lifelong learners

What needs to be learned

- Obstacles to independent learning
 - Systemic
 - Teacher-centered approaches
 - Assessment-driven curricula
 - Environmental
 - Lack of resources
 - Unsupportive home environments
 - Learner-related
 - Lack of motivation
 - Learned helplessness
 - Solutions to minimise barriers
- Independent learning and lifelong learning
 - Link between the capacity to participate in lifelong learning and independent learning skills
 - How independent learning helps students to always improve and be self-reliant

Learning outcome 2: Review several approaches and tools for helping learners to acquire self-regulation and autonomy

- Self-control techniques for self-regulation
 - Strategic learning
 - Time management
 - Goal setting
 - Self-monitoring
 - Self-evaluation.
- Advocating autonomy
 - Pedagogical ideas
 - Learner-centred approaches
 - Inquiry-based learning
 - Theoretical foundation
 - Self-determination theory
 - Choice theory

What needs to be learned
○ Strategies for encouraging autonomy – Providing choice – Offering meaningful tasks – Promoting ownership of learning ● Engagement and motivation ○ How different approaches can raise students' motivation and participation in independent learning using relevance, interest and challenge ● Changing to fit various demands ○ How teaching strategies might be modified to help students with various needs – Different learning styles – Abilities – Cultural backgrounds – Develop self-regulation and autonomy ● Evaluation and comment ○ How assessment strategies can support students' self-regulation and autonomy – Formative and summative feedback – Self-assessment – Peer evaluation
Learning outcome 3: Evaluate how metacognition might support independent learning and implement techniques to develop metacognitive abilities
● Independent learning and introspection ○ The idea and function in learning of metacognition (thinking about thinking, its elements, metacognitive knowledge, metacognitive control) ● Developing metacognitive awareness techniques ○ Self-questioning ○ Think-aloud exercises ○ Learning journals ○ Reflection activities ● Integrating metacognition skills into teaching in support of ○ Self-consciousness ○ Self-monitoring

What needs to be learned
○ Self-evaluation ● Metacognitive strategies in different teaching environments
Learning outcome 4: Analyse how tools and technologies might support and improve independent learning
● Learning tools ○ Resources, information literacy – Libraries – Online databases – Community resources, experts ● Technology to support learning ○ Online learning environments ○ Digital tools for communication and collaboration ○ Information management systems ● Directing appropriate use ○ Digital literacy and responsible online behaviour ○ How to efficiently locate, assess, use and cite tools and resources ● Problems and possibilities in global contexts ○ Issues of access, level of infrastructure, cultural appropriateness ○ Possibilities and difficulties of using resources and technologies to support independent learning
Learning outcome 5: Critically evaluate independent learning skills in both their own and others' practices
● Examining own practice ○ Evaluation and assessment of own independent learning abilities (success of their strategies, the difficulties they faced and knowledge they acquired) ● Obstacles and achievements ○ Difficulties and achievements related to evaluating self-directed learning in different educational settings, considering elements – Cultural variances – Learner diversity – The difficulty of gauging self-directed learning abilities

What needs to be learned

- Methods of assessment
 - Techniques
 - Formative and summative assessment methods
 - Portfolios
 - Self-assessment
 - Peer assessment
 - Observation
 - Advantages and disadvantages of each method
- Positive criticism
 - Importance of helpful, practical feedback on their ability to learn on their own
 - How feedback can encourage introspection, growth and continuous improvement.
- Practices of others
 - Other peoples' successful assessments of independent learning
 - Case studies
 - Peer observations
 - Videos
 - Important ideas and tactics that can guide and improve assessment procedures
 - Instances of successful assessment promoting independent learning in other people's practices.

Essential information for tutors and assessors

Essential resources

Access to relevant curricula/syllabi for the subject.

Case studies of effective teaching strategies.

Observation tools (for example, peer review forms and mentor feedback templates).

Digital platforms for collaborative work (for example, shared drives and discussion forums).

Delivery requirements and learning activities

To ensure learners develop both theoretical understanding and practical skills, the unit should combine structured teaching, active learning and reflective practice. To reflect the requirements of this unit, the delivery approach should provide the following:

- Blended learning (face-to-face workshops, online seminars and self-directed study).
- Practical teaching experience (for example, micro-teaching, observed lessons or placement-based practice).
- Guided reading (annotate key pedagogical texts and apply ideas to own teaching).
- Theory-to-practice tasks (for example, apply Bruner's spiral curriculum to a topic in your subject).
- Final reflection portfolio (synthesise learning from activities into a professional development plan).

Assessment requirements

Learning outcome 1: Analyse definitions, theories, and the value of autonomous learning in different learning environments.

To satisfy the assessment criteria for this learning outcome, learners will produce a report that contrasts and highlights at least three different definitions or models of independent learning, thereby offering a logical assessment of their strengths and shortcomings.

The report will also evaluate the applicability and relevance of two main theories of independent learning to teaching environments, thereby demonstrating a clear awareness of how these theories guide successful pedagogical approaches. Learners will present an argument supported by data and examples from research and practice (20 minutes, with visual aids and Q&A), advocating for the value of developing independent learning skills in students across different educational environments and age ranges. In further appropriate evidence formats, learners will create strategies for reducing obstacles and scrutinise at least three possible obstacles to independent learning in a selected learning environment and suggest evidence-based solutions to either reduce or eliminate their influence.

Learners must state a firm stance on the link between independent learning and lifelong learning and offer well-founded justifications and instances to show the link.

Learning outcome 2: Review several approaches and tools for helping learners acquire self-regulation and autonomy

To satisfy the assessment criteria for this learning outcome, learners will generate a report with clear descriptions, useful implementation guidelines and examples of application in a self-regulation strategies toolkit (digital or physical) showcasing at least five different strategies for developing self-regulation skills. Learners will examine the theoretical basis and pedagogical principles underpinning these strategies in a Promotional Analysis (1200 words). Drawing on pertinent research and real-world examples, evidence will extend to include a motivation and engagement evaluation that assesses the success of several approaches in raising students' motivation and involvement in independent learning. With examples of differentiated activities and resources, learners will create a differentiating for autonomy plan that describes how teaching practices can be adjusted to support students with varied needs (e.g. learning styles, abilities, cultural backgrounds) in developing self-regulation and autonomy. They will close out the outcome with a detailed examination of the function of feedback and assessment in supporting students' self-regulation and autonomy, addressing several forms of feedback and assessment strategies and their possible effects.

Learning outcome 3: Evaluate how metacognition might support independent learning and implement techniques to develop metacognitive abilities

To satisfy the assessment criteria for this learning outcome, learners will provide clear examples of how metacognition shapes learning outcomes in an analysis report that examines the idea of metacognition, its main components and its relevance for independent learning. The report will also include an evaluation of the efficacy of a variety of approaches for raising students' metacognitive awareness. With thorough examples of activities and prompts meant to promote metacognition, learners will create a plan outlining how specifically metacognitive skills can be explicitly integrated into a given teaching and learning activity or unit of responsibility. In appropriate evidence formats, such as a report, learners must then analyse the function of metacognitive skills in supporting students' self-monitoring and self-evaluation, explaining how metacognitive awareness helps students to control their own learning properly. Evidence will also include an examination of the use of metacognitive strategies in a particular educational setting, considering the possibilities and difficulties for implementation and adaptation.

Learning outcome 4: Analyse how tools and technologies might support and improve independent learning

To satisfy the assessment criteria for this learning outcome, learners will examine the function of various learning resources in promoting independent learning, focusing on instances of how different resources might support students' self-directed study and research. Evaluating the possibilities of several technologies to support students' independent learning skills and suggesting a strategy for including technologies into a learning environment to improve independent learning, learners will create a technology evaluation and integration plan for their specialist area. In a resource and technology

guidance document, learners will advise on the responsible and efficient use of resources and technologies for independent study, including techniques for locating, assessing, using and referencing material for their subject. Analysing the effects of open educational resources (OER) on enhancing access and equity in independent learning, learners will address the advantages, drawbacks and ramifications for educational practices. They will close out the outcome with an examination of the possibilities and difficulties of using resources and technologies to support independent learning in a particular international educational context (selected by the learner), considering issues including access, infrastructure and cultural appropriateness.

Learning outcome 5: Critically evaluate independent learning skills in both their own and others' practices

To satisfy the assessment criteria for this learning outcome, learners will generate reflections on their own experiences of evaluating and assessing independent learning skills, including an analysis of the efficacy of their approaches, the challenges they encountered and the lessons learnt. They will examine factors including cultural differences, student diversity, and assessment strategies, exploring the difficulties and achievements of evaluating independent learning in two somewhat different educational environments. Evidence will also include an evaluation of the advantages and drawbacks of several approaches for measuring students' development of independent learning skills, offering a rational basis for the choice of suitable evaluation tools and justification outlining the ideas of good feedback and giving instances of how it might be applied to support student development, so developing a plan for giving students constructive comments on their independent learning skills. To close the outcome, learners will examine a case study or example of successful evaluation of independent learning in another educator's practice, identifying fundamental ideas and approaches applicable to their own professional growth.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4: Assessment requirements*. Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Mapping to occupational standard

This unit is associated with the following occupational standards.

- ST0149: K1, K3, K4, K5, K6, K8, K10, K12, K13, K14, K16, K19, S2, S4, S5, S9, S10 S13, S21, B2, B3, B5, B6

Unit 10: Teaching in a Specialist Area

Level:	5
Unit type:	Optional
Assessment type:	Internal
Credit value:	15
Guided learning hours:	90

Unit introduction

This unit explores key knowledge and understanding for inclusive education. It emphasises the principles, historical and philosophical foundations of inclusive education, as well as different models and their relevance to specific areas. The unit highlights the importance of understanding legal and policy frameworks that support inclusive education and promote diversity while challenging discrimination. Additionally, the unit focuses on strategies for identifying diverse student needs and potential barriers to learning, the impact of various barriers on learning and participation and the development of strategies to address these barriers. The role of collaboration with support staff and specialists in overcoming obstacles to learning is also emphasised.

The unit considers strategies for supporting inclusive learning in a specialist area. It emphasises differentiated teaching approaches to meet diverse student needs, designing inclusive learning activities, implementing these approaches in practical contexts and judging their effectiveness. Additionally, the unit focuses on the role of resources and assistive technologies in inclusive practice; it highlights the importance of assessing the range of available assistive technologies, considers their application to address learning barriers, the development of strategies for integrating these technologies into teaching practices, and their impact on student access, participation and achievement. The units promote inclusive education by addressing diverse student needs and removing obstacles to learning through effective teaching strategies and the use of assistive technologies.

Learning outcomes and assessment criteria

To pass this unit, learners need 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
1. Analyse ideas of inclusive education and how they might be applied in a specialist area	1.1 Analyse the key principles of inclusive education and their historical and philosophical foundations. 1.2 Evaluate different models of inclusion and their relevance to a specialist area. 1.3 Analyse the legal and policy frameworks that support inclusive education in diverse contexts. 1.4 Discuss the importance of promoting diversity and challenging discrimination.
2. Evaluate approaches for spotting and removing obstacles to learning and involvement in the field of expertise	2.1 Evaluate strategies for identifying diverse learner needs and potential barriers to learning. 2.2 Analyse the impact of specific barriers (for example physical, sensory, cognitive, social, emotional) on learning and participation. 2.3 Develop strategies to address identified barriers to learning and participation. 2.4 Evaluate the role of collaboration with support staff and specialists in addressing barriers to learning.
3. Design and apply different teaching strategies to support inclusive learning in a specialist area	3.1 Analyse a range of differentiated teaching approaches and their application. 3.2 Design learning activities that incorporate differentiated instruction to meet diverse learner needs. 3.3 Implement differentiated teaching approaches in a practical teaching context within the specialist area. 3.4 Evaluate the effectiveness of differentiated teaching approaches in promoting inclusive learning.

Learning outcomes	Assessment criteria
4. Evaluate how resources and assistive technologies support inclusive practice in a particular field	4.1 Evaluate the range of assistive technologies and resources available to support students with diverse needs. 4.2 Analyse the application of specific assistive technologies and resources to address learning barriers. 4.3 Develop strategies for integrating assistive technologies and resources into inclusive teaching practices. 4.4 Evaluate the impact of assistive technologies and resources on learner access, participation and achievement.

Unit content

What needs to be learned
Learning outcome 1: Analyse ideas of inclusive education and how they might be applied in a specialist area
• Inclusive Education: Foundations ◦ Fundamental ideas of inclusive education (valuing diversity, participation, equity, accessibility), their philosophical roots and historical background (social justice, human rights) • Models of Inclusion ◦ Models of inclusion – Full inclusion – Mainstreaming – Integration – Their advantages and disadvantages, applicability to fields of study • Legal and policy instruments ◦ National and international legal and policy frameworks that support inclusive education ◦ How legal and policy frameworks can affect different curriculum development and teaching scenarios • Encouraging diversity and confronting discrimination ◦ The need for establishing a classroom environment that celebrates diversity, questions preconceptions and deters discrimination inside a field of expertise.
Learning outcome 2: Evaluate approaches for spotting and removing obstacles to learning and involvement in the field of expertise
• Recognising student needs and obstacles ◦ Approaches for identifying various learner needs – Learning styles – Abilities – Disabilities – Cultural backgrounds ◦ Approaches in response to possible obstacles to learning – Environmental – Attitudinal – Curricular

What needs to be learned

- Effect of obstacles
 - Examples of how particular barriers (physical, sensory, cognitive, social, emotional) can affect student's' access, involvement, performance
- Techniques for overcoming obstacles
 - Differentiation, adaptation, and universal design for learning (UDL) ideas
 - Creation of pragmatic, evidence-based plans to remove obstacles to learning and participation in their field of study
- Cooperation with Support Staff
 - How well cooperation with specialists
 - Counsellors
 - Psychologists
 - Support staff
 - Teaching assistants
 - Special education teachers
 - Therapists
 - Can help to remove obstacles to learning in respective fields

Learning outcome 3: Design and apply different teaching strategies to support inclusive learning in a specialist area

- Differentiated Instruction Strategies
 - Different teaching strategies
 - Differentiating content
 - Process
 - Product
 - Learning environment
 - Their relevance within their specialist area
- Creating unique activities
 - Creation of design projects that successfully combine differentiated instruction to meet the various needs of students in their field of study
 - Readiness
 - Interest
 - Learning style

What needs to be learned
○ Differentiated instructions in learning activities that satisfy various learner needs in their field of study ● Using differentiated approaches ○ Application of different teaching strategies in practical learning environments (real or simulated), observing and adjusting to learner needs ● Analysing success ○ Use of learner outcomes, feedback, and observations to assess how well different teaching strategies support inclusive learning in their field
Learning outcome 4: Evaluate how resources and assistive technologies support inclusive practice in a particular field
● Distinctive instruction strategies ○ Different teaching strategies – Differentiating content – Process – Product – Learning environment – Their relevance within their specialist area ● Creating unique activities ○ Project design that successfully combines differentiated teaching methods to meet the various needs of students in their field of study – Readiness – Interest – Learning style ● Use of differentiated approaches ○ Application of different teaching strategies in practical learning environments (real or simulated), observing and adjusting to student needs ● Analysing success ○ Use of learner outcomes, feedback, and observations, to assess how well different teaching strategies support inclusive learning in their field ● Assistive technology ○ The spectrum of assistive technologies and resources – Software

What needs to be learned

- Hardware
 - Adaptive equipment
 - Artificial intelligence
 - Alternative formats
 - Accessible to support students with various needs in their specialised field
- Learning obstacles
 - Within the framework of their field of expertise, uses of assistive technologies and resources to remove specific learning barriers
 - Visual
 - Hearing
 - Learning disability
 - Students should be able to evaluate how particular assistive technologies and resources might be used to overcome learning challenges in their field of study
- Integrating assistive technologies
 - Plans to properly combine resources and assistive technologies into inclusive teaching methods in their field of expertise, guaranteeing accessibility and simplicity of use
- Effects on results
 - In response to advantages and possible drawbacks, assessment of how assistive technologies and resources can affect learner access, participation and achievement in their field

Essential information for tutors and assessors

Essential resources

Access to relevant curricula/syllabi for the subject.

Case studies of effective teaching strategies.

Observation tools (for example, peer review forms and mentor feedback templates).

Digital platforms for collaborative work (for example, shared drives and discussion forums).

Delivery requirements and learning activities

To ensure learners develop both theoretical understanding and practical skills, the unit should combine structured teaching, active learning and reflective practice. To reflect the requirements of this unit, the delivery approach should provide the following:

- Blended learning (face-to-face workshops, online seminars and self-directed study).
- Practical teaching experience (for example, micro-teaching, observed lessons or placement-based practice).
- Guided reading (annotate key pedagogical texts and apply ideas to own teaching).
- Theory-to-practice tasks (for example, apply Bruner's spiral curriculum to a topic in your subject).
- Final reflection portfolio (synthesise learning from activities into a professional development plan).
- For this unit, centres need to ensure that all learners have the required access to a minimum of 2 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.
- 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 2 by one-hour session or equivalent).

Assessment requirements

Learning outcome 1: Analyse ideas of inclusive education and how they might be applied in a specialist area

To satisfy the assessment criteria for this learning outcome, learners will analyse the fundamental ideas of inclusive education and their historical and philosophical evolution. Within their field, they will evaluate several models of inclusion, assessing their relevance, strengths and limitations. With an eye towards the ramifications for teaching in their field, the evidence will analyse the legal and policy frameworks supporting inclusive education. Learners will then plan and deliver a 20-minute presentation with slides and a transcript, addressing and discussing ways to challenge discrimination in their field of expertise.

Learning outcome 2: Evaluate approaches for spotting and removing obstacles to learning and involvement in the field of expertise

To satisfy the assessment criteria for this learning outcome, learners will evaluate methods for identifying various student needs and possible obstacles to learning within their field of expertise and analyse the impact of barriers on a hypothetical or real case study of students in their designated specialism. They will develop a thorough plan to remove identified obstacles to learning and involvement in a particular learning environment. Learners will close out the outcome with an evaluation report assessing how support staff and experts might help remove obstacles to learning in their respective specialisms.

Learning outcome 3: Design and apply different teaching strategies to support inclusive learning in a specialist area

To satisfy the assessment criteria for this learning outcome, learners will analyse a variety of differentiated teaching strategies and their application to teaching situations within their specialist area. Learners must then design activities to vary instruction for various students in their specialist area, showing a spectrum of learning activities. Including peer or tutor feedback, practical teaching observations and reflections documenting the application of differentiated teaching strategies in a practical teaching environment (real or simulated), they will produce a critical reflection. Using evidence from student outcomes, feedback, and observations in their specialist area, learners will evaluate the efficacy of varied teaching approaches in advancing inclusive learning.

To conclude this assessment criteria, learners must conduct a teaching task that focuses on different teaching strategies to support inclusive learning in a specialist area with students. Learners must plan and deliver a lesson, of a minimum of 45 minutes, to a class with precise methods and resources, along with a critical self-evaluation of their effectiveness and justification of their choices of approaches. Learners must design a lesson plan for a named topic within their specialist subject and provide a complete explanation of how different teaching strategies to support inclusive learning in a specialist area have influenced their choices of activities, resources and assessment strategies. A reflective journal documenting their attempts to apply different teaching strategies to support inclusive learning in a specialist area into the lesson must be provided. The reflection should analyse the outcomes and reflect on what was learned

about how effective different approaches were and suggest adaptations to teaching approaches and resources in response to diverse learning needs and characteristics.

Learning outcome 4: Evaluate how resources and assistive technologies support inclusive practice in a particular field

To satisfy the assessment criteria for this learning outcome, learners will evaluate the spectrum of assistive technologies and resources accessible to help students with various needs in their specialist area. They will go on to analyse the use of assistive technologies and resources to overcome specific learning obstacles within their specialised field. Learners must develop a strategy for including assistive technologies and resources into inclusive teaching practices within a particular learning environment in their specialist area. They will close the outcome with an evaluation of the effect of assistive technologies and resources on student access, participation and achievement in their specialist area.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4: Assessment requirements*. Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Mapping to occupational standard

This unit is associated with the following occupational standards.

- ST0149: K1, K2, K3, K5, K6, K10, K13, K14, K19, S21, B2, B3, B4, B5, B6

10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

11 Malpractice

Dealing with malpractice in assessment

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice* available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples. It details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2 Form* (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (www.jcq.org.uk/exams-office/appeals).

12 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Professional qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from September 2025) gives you details of the administration of the qualifications and information on the units for the qualifications.

Pearson Progress

Pearson Progress is a digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 5 Professional Diploma in Applied Teaching and Education. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and learners as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner.

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your BTEC International qualifications. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.
- Regional teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

‘Getting Ready to Teach’

These events are designed to get teachers ready for delivery of the BTEC International qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the ‘Getting Ready to Teach’ professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

13 Glossary

Part A – General terminology used in specification

Term	Description
Unit number	The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for all qualifications.
Unit title	This is the formal title that we always use, and it will appear on learners' certificates.
Level	A qualification can contain one or more units, both of which will have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator in the United Kingdom.
Value	All units in this qualification have a value. The value is calculated using the formula $NLH/10$. The value will always be a whole number.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Notional Learning Hours qualification time (NLH)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills or time dedicated to assessment.
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	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Term	Description
Essential information for assessors	This section gives information to support delivery and the implementation of assessment.
Suggested assessment approach	This gives suggestions for how to assess the learning outcomes.
Assessment requirements	This gives detailed information about what evidence learners are required to show in order to meet the assessment requirements.

Part B – Terms used in knowledge and understanding criteria

Term	Description
Analyse	Examine methodically and in detail, typically in order to interpret.
Assess	Consideration of all factors or events that apply, to identify those which are the most important or relevant and make a judgement.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Detailed	Having additional facts or information beyond a simple response.
Evaluate	Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.
State	Express information in clear and precise terms.

Annexe A

Unit mapping overview

The table below shows the relationship between the new qualification in this specification and the predecessor qualifications:
601/1228/1 Pearson BTEC Level 5 Diploma in Education and Training 2014 (last registration 31/08/2024).

Old units New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 6	Unit 7	Unit 8	Unit 11	Unit 12	Unit 13	Unit 14	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 26	Unit 27	Unit 31
Unit 1	✓	✓			✓	✓				✓			✓				✓	✓	
Unit 2	✓	✓	✓	✓	✓	✓			✓				✓						
Unit 3	✓	✓	✓	✓	✓	✓				✓	✓						✓	✓	
Unit 4				✓															
Unit 5																			
Unit 6							✓												
Unit 7																✓			✓
Unit 8	✓	✓	✓	✓		✓			✓		✓		✓			✓			✓
Unit 9									✓										
Unit 10					✓	✓				✓								✓	

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit but new unit also contains new topic(s))

Annexe B

Unit mapping to the occupational standards

The table below shows the relationship of knowledge, skills and behaviours as defined in the *Learner and Teacher Skills* occupational standards with the units featured in this qualification.

Units											
Standard	Statement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
K1	The pedagogical theory and how to apply this theory to practice	✓	✓	✓		✓		✓	✓	✓	✓
K2	How to support contextualized opportunities to develop English and Maths	✓		✓		✓			✓		✓
K3	The principles of designing, planning, and organising curriculum	✓		✓				✓	✓	✓	✓
K4	Methods for creating and adapting inclusive learning resources		✓	✓		✓			✓	✓	
K5	Evidence-informed inclusive teaching, learning and assessment strategies	✓	✓	✓		✓		✓	✓	✓	✓
K6	Strategies to engage and challenge all learners	✓	✓	✓		✓		✓	✓	✓	✓

Units											
Standard	Statement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
K7	How to implement ongoing initial and diagnostic assessment to inform planning and progression		✓	✓		✓					
K8	Techniques to involve learners in taking ownership of their own progress		✓	✓		✓			✓	✓	
K9	Principles and practices of assessment and feedback			✓		✓		✓			
K10	How to promote and foster a safe and supportive learning environment	✓	✓	✓		✓			✓	✓	✓
K11	Barriers to learning, and ways to overcome them and adapt teaching, learning and assessment		✓	✓		✓			✓		
K12	The range of support available for learners related to health, wellbeing and safeguarding		✓	✓	✓	✓				✓	

Units											
Standard	Statement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
K13	Sources of current information, advice, and guidance to support progression opportunities for learners	✓	✓	✓	✓			✓	✓	✓	✓
K14	The requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks	✓		✓	✓	✓		✓	✓	✓	✓
K15	Techniques to develop collaborative relationships			✓		✓			✓		
K16	Communication techniques and how to adapt these for different audiences, including leading difficult conversations			✓		✓			✓	✓	
K17	Coaching and mentoring principles and techniques										
K18	Strategies for quality improvement			✓				✓			

Units											
Standard	Statement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
K19	Ways to access personal and professional development, and to maintain sector and/or subject specific currency	✓		✓	✓	✓		✓	✓	✓	✓
K20	Advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety					✓			✓		
S1	Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice				✓				✓		
S2	Identify, consider and take steps to minimise the impact of barriers to learning				✓				✓	✓	
S3	Contextualise English and mathematics in a way that promotes understanding of key topics				✓						

Units											
Standard	Statement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
S4	Use a variety of teaching and assessment methods depending on the learning environment and learners' needs				✓				✓	✓	
S5	Encourage learners to set challenging goals				✓					✓	
S6	Promote understanding of equality and diversity and sustainable development				✓						
S7	Demonstrate through their teaching the wider context (policy, economic, societal, technological, legal, cultural and environmental) of the subject, recognising the implications for professional practice				✓						
S8	Design and use resources that are inclusive and add value to learners' development				✓				✓		
S9	Engage and inspire all learners				✓				✓	✓	

Units											
Standard	Statement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
S10	Identify and set outcomes to enable each learner to achieve or exceed targets				✓					✓	
S11	Provide ongoing learner feedback				✓			✓			
S12	Use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey				✓			✓			
S13	Encourage learners to develop: autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change				✓					✓	

Units											
Standard	Statement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
S14	Use assessment data to regularly review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners				✓						
S15	Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people and/or adults in accordance with statutory provisions				✓						
S16	Prepare learners for their transition through education, further training, and into employment		✓								
S17	Comply with internal and external regulations, legislation and guidance, such as: teaching, learning and assessment, recording, storing and sharing information relating to learners				✓			✓			

Units											
Standard	Statement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
S18	Adapt communication style, method, and terminology to reflect the needs of the audience including individual learners, colleagues, stakeholders				✓						
S19	Engage learners to establish standards of behaviour, mutual respect and safe working				✓						
S20	Challenge learners to address inappropriate behaviour or viewpoints				✓						
S21	Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development (CPD)	✓			✓			✓	✓	✓	✓

Units											
Standard	Statement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
S22	Be proactive in seeking and responding to feedback from varied sources including learner voice, peers, colleagues, employers and stakeholders to improve own practice				✓						
S23	Manage workload through preparation and prioritisation, time management, and responsiveness to change				✓						
S24	Act within, the statutory frameworks which set out their professional duties and responsibilities				✓						
S25	Use innovative and up to date digital and online technologies in a way that is safe to improve teaching, learning and assessment				✓				✓		

Units											
Standard	Statement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
B1	Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control			✓	✓		✓				
B2	Underpin their practice by reference to professional standards and evidence-based teaching and learning	✓		✓	✓	✓	✓	✓	✓	✓	✓
B3	Committed to continuous professional development	✓		✓	✓	✓	✓	✓	✓	✓	✓
B4	Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders		✓	✓	✓		✓		✓		✓
B5	Act in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity and champion British values within professional boundaries	✓	✓	✓	✓		✓	✓	✓	✓	✓

Units											
Standard	Statement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
B6	Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism	✓		✓	✓		✓	✓	✓	✓	✓

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