

**Learner Unit Achievement Checklist**

**SEG Awards ABC Level 4 Certificate in Education and Training**

**601/1380/7**

###### SEG Awards ABC Level 4 Certificate in Education and Training

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**H/505/0053 Understanding roles responsibilities and relationships in education and training - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the teaching role and responsibilities in education and training  **1.2** Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities  **1.3** Explain ways to promote equality and value diversity  **1.4** Explain why it is important to identify and meet individual learner needs |  |  |  |  |
| **2.1** Explain ways to maintain a safe and supportive learning environment  **2.2** Explain why it is important to promote appropriate behaviour and respect for others |  |  |  |  |
| **3.1** Explain how the teaching role involves working with other professionals  **3.2** Explain the boundaries between the teaching role and other professional roles  **3.3** Describe points of referral to meet the individual needs of learners |  |  |  |  |

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**A/505/1189 Planning to meet the needs of learners in education and training - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals  **1.2** Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners  **1.3** Record learners’ individual learning goals |  |  |  |  |
| **2.1** Devise a scheme of work in accordance with internal and external requirements  **2.2** Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements  **2.3** Explain how own planning meets the individual needs of learners  **2.4** Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners  **2.5** Identify opportunities for learners to provide feedback to inform inclusive practice |  |  |  |  |
| **3.1** Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning  **3.2** Apply minimum core elements in planning inclusive teaching and learning |  |  |  |  |
| **4.1** Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others  **4.2** Identify areas for improvement in own planning to meet the individual needs of learners |  |  |  |  |

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**M/505/0122 Delivering education and training - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners  **1.2** Create an inclusive teaching and learning environment  **1.3** Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements |  |  |  |  |
| **2.1** Analyse benefits and limitations of communication methods and media used in own area of specialism  **2.2** Use communication methods and media to meet individual learner needs  **2.3** Communicate with other learning professionals to meet individual learner needs and encourage progression |  |  |  |  |
| **3.1** Analyse benefits and limitations of technologies used in own area of specialism  **3.2** Use technologies to enhance teaching and meet individual learner needs |  |  |  |  |
| **4.1** Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning  **4.2** Apply minimum core elements in delivering inclusive teaching and learning |  |  |  |  |
| **5.1** Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others  **5.2** Identify areas for improvement in own practice in meeting the individual needs of learners |  |  |  |  |

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**F/505/0125 Assessing learners in education and training - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the purposes of types of assessment used in education and training  **1.2** Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners  **1.3** Use types and methods of assessment to meet the individual needs of learners  **1.4** Use peer- and self-assessment to promote learners’ involvement and personal responsibility in the assessment for, and of, their learning  **1.5** Use questioning and feedback to contribute to the assessment process |  |  |  |  |
| **2.1** Identify the internal and external assessment requirements and related procedures of learning programmes  **2.2** Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current  **2.3** Conduct assessments in line with internal and external requirements  **2.4** Record the outcomes of assessments to meet internal and external requirements  **2.5** Communicate assessment information to other professionals with an interest in learner achievement |  |  |  |  |
| **3.1** Analyse ways in which minimum core elements can be demonstrated in assessing learners  **3.2** Apply minimum core elements in assessing learners |  |  |  |  |
| **4.1** Review the effectiveness of own assessment practice, taking account of the views of learners and others  **4.2** Identify areas for improvement in own assessment practice |  |  |  |  |

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**L/505/0127 Using resources for education and training - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners  **1.2** Use resources to promote equality, value diversity and meet the individual needs of learners  **1.3** Adapt resources to meet the individual needs of learners |  |  |  |  |
| **2.1** Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning  **2.2** Apply minimum core elements when using resources for inclusive teaching and learning |  |  |  |  |
| **3.1** Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others  **3.2** Identify areas for improvement in own use of resources to meet the individual needs of learners |  |  |  |  |

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**T/503/5380 Action research**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the purpose of action research  **1.2** Analyse key features of the action research process  **1.3** Analyse the implications of a model of action research |  |  |  |  |
| **2.1** Justify own choice of an area of practice for action research  **2.2** Plan a clear intervention strategy  **2.3** Justify the choice and timescales of an intervention strategy  **2.4** Explain how ethical and political considerations and issues of confidentiality will be observed in practice  **2.5** Implement a clear intervention strategy |  |  |  |  |
| **3.1** Evaluate methods for action research  **3.2** Evaluate methods of collecting qualitative and quantitative data  **3.3** Review ways in which collected data may be analysed |  |  |  |  |
| **4.1** Draw on selected literature relating to an area of practice for action research  **4.2** Justify own choice of methods selected for action research  **4.3** Collect data relating to an area of practice for action research  **4.4** Analyse data collected from action research  **4.5** Present data collected from action research  **4.6** Draw conclusions based on findings from action research |  |  |  |  |
| **5.1** Report own findings and conclusions from action research  **5.2** Justify own recommendations for action to be taken based on conclusions from action research |  |  |  |  |
| **6.1** Analyse the effectiveness of own practice in relation to action research  **6.2** Identify own strengths and areas for improvement in relation to action research  **6.3** Plan opportunities to improve own skills in action research |  |  |  |  |

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**H/601/5314 Assess occupational competence in the work environment**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Plan assessment of occupational competence based on the following methods:• observation of performance in the work environment• examining products of work• questioning the learner• discussing with the learner• use of others (witness testimony)• looking at learner statements• recognising prior learning  **1.2** Communicate the purpose, requirements and processes of assessing occupational competence to the learner  **1.3** Plan the assessment of occupational competence to address learner needs and current achievements  **1.4** Identify opportunities for holistic assessment |  |  |  |  |
| **2.1** Use valid, fair and reliable assessment methods including:• observation of performance • examining products of work• questioning the learner• discussing with the learner• use of others (witness testimony)• looking at learner statements• recognising prior learning  **2.2** Make assessment decisions of occupational competence against specified criteria  **2.3** Follow standardisation procedures  **2.4** Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression |  |  |  |  |
| **3.1** Maintain records of the assessment of occupational competence, its outcomes and learner progress  **3.2** Make assessment information available to authorised colleagues  **3.3** Follow procedures to maintain the confidentiality of assessment information |  |  |  |  |
| **4.1** Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare  **4.2** Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence  **4.3** Evaluate own work in carrying out assessments of occupational competence  **4.4** Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence |  |  |  |  |

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**F/601/5319 Assess vocational skills knowledge and understanding**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:• assessments of the learner in simulated environments• skills tests• oral and written questions• assignments• projects• case studies• recognising prior learning  **1.2** Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding  **1.3** Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners |  |  |  |  |
| **2.1** Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements  **2.2** Provide support to learners within agreed limitations  **2.3** Analyse evidence of learner achievement  **2.4** Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria  **2.5** Follow standardisation procedures  **2.6** Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression |  |  |  |  |
| **3.1** Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress  **3.2** Make assessment information available to authorised colleagues as required  **3.3** Follow procedures to maintain the confidentiality of assessment information |  |  |  |  |
| **4.1** Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare  **4.2** Apply requirements for equality and diversity and, where appropriate, bilingualism  **4.3** Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding  **4.4** Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**M/505/1089 Delivering employability skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain differences between employability skills and employment skills  **1.2** Explain the benefits to learners of having employability skills |  |  |  |  |
| **2.1** Analyse personal qualities and skills required for the delivery of employability skills  **2.2** Analyse the influence of personal presentation on the success of the delivery of employability skills |  |  |  |  |
| **3.1** Review techniques for the delivery of employability skills  **3.2** Review strategies used to transform training areas to reflect a realistic working environment  **3.3** Plan employability skills sessions that:meet the needs of learners; and reflect a realistic working environment  **3.4** Use selected techniques and strategies to deliver employability skills sessions  **3.5** Demonstrate ways to negotiate behavioural parameters when using workplace practices with learners |  |  |  |  |
| **4.1** Evaluate the effectiveness of techniques, strategies and practices used for the delivery of employability skills  **4.2** Identify own strengths and areas for improvement for the delivery of employability skills |  |  |  |  |

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**Y/503/5310 Effective partnership working in the learning and teaching context**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain reasons for partnership working  **1.2** Review opportunities and challenges of working within a partnership  **1.3** Review models of partnerships  **1.4** Explain ways of sustaining partnerships and their outputs  **1.5** Explain the need for ground rules and terms of reference in partnership working  **1.6** Justify the need for realistic timescales and deadlines in effective partnership working |  |  |  |  |
| **2.1** Explain the purpose of a specific partnership  **2.2** Identify the aims and objectives of a specific partnership |  |  |  |  |
| **3.1** Review individual roles and responsibilities within a specific partnership  **3.2** Summarise the potential contribution of stakeholders to a specific partnership  **3.3** Identify boundaries of individual roles and ownership issues within a specific partnership  **3.4** Review resource implications for a specific partnership and its individual members  **3.5** Review how a specific partnership is managed identifying potential management issues |  |  |  |  |
| **4.1** Summarise performance indicators used to measure the effectiveness of a specific partnership  **4.2** Review the effectiveness of a specific partnership’s outputs drawing on valid and reliable data  **4.3** Summarise methods of presenting partnership outputs to interested parties |  |  |  |  |
| **5.1** Summarise methods for effective communication between partners  **5.2** Review the communication strategy of a specific partnership  **5.3** Review own communication methods and skills as a partnership member |  |  |  |  |
| **6.1** Explain the potential impact of other stakeholders and agencies relating to a specific partnership  **6.2** Summarise the impact of key government policies and initiatives on a specific partnership  **6.3** Review ways for a partnership to establish and maintain communities of practice |  |  |  |  |

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**K/502/9544 Identify individual learning and development needs**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the principles and practices of learning needs analysis for individuals  **1.2** Analyse the factors that influence individual learning needs, preferences and styles  **1.3** Compare methods used to assess individual learning needs |  |  |  |  |
| **2.1** Agree the purpose, aims and methodology of the learning needs analysis with individuals  **2.2** Apply learning needs analysis methodology to assess the individual’s current level of achievement and potential  **2.3** Analyse learning needs and communicate to the learner |  |  |  |  |
| **3.1** Agree and prioritise individual learning and development needs  **3.2** Advise individuals about learning and development options to meet:learner priorities learning preferences learning styles |  |  |  |  |

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**A/601/5321 Internally assure the quality of assessment**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Plan monitoring activities according to the requirements of own role  **1.2** Make arrangements for internal monitoring activities to assure quality |  |  |  |  |
| **2.1** Carry out internal monitoring activities to quality requirements  **2.2** Evaluate assessor expertise and competence in relation to the requirements of their role  **2.3** Evaluate the planning and preparation of assessment processes  **2.4** Determine whether assessment methods are safe, fair, valid and reliable  **2.5** Determine whether assessment decisions are made using the specified criteria  **2.6** Compare assessor decisions to ensure they are consistent |  |  |  |  |
| **3.1** Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment  **3.2** Apply procedures to standardise assessment practices and outcomes |  |  |  |  |
| **4.1** Apply procedures for recording, storing and reporting information relating to internal quality assurance  **4.2** Follow procedures to maintain confidentiality of internal quality assurance information |  |  |  |  |
| **5.1** Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare  **5.2** Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance  **5.3** Critically reflect on own practice in internally assuring the quality of assessment  **5.4** Maintain the currency of own expertise and competence in internally assuring the quality of assessment |  |  |  |  |

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**A/502/9550 Manage learning and development in groups**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Analyse the characteristics of group environments that foster learning and development  **1.2** Evaluate strategies to manage group behaviour and dynamics  **1.3** Evaluate management techniques which facilitate the delivery of learning and development in groups  **1.4** Analyse ways to involve learners in the management of their own learning and development in groups  **1.5** Analyse risks to be considered when managing learning and development in groups  **1.6** Explain how to manage barriers to individual learning in groups |  |  |  |  |
| **2.1** Facilitate communication, collaboration and learning between group members  **2.2** Use motivational methods to engage the group and its individual members in the learning and development process  **2.3** Consult with group members to adapt their learning and development environments to improve their learning outcomes  **2.4** Manage the risks associated with group learning and development |  |  |  |  |
| **3.1** Involve learners in agreeing group learning and development objectives  **3.2** Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group  **3.3** Manage group learning strategies and delivery methods to reflect changing requirements  **3.4** Provide individual advice to learners to assist their decision-making about future learning needs |  |  |  |  |
| **4.1** Support learner’s rights in relation to equality, diversity and inclusion  **4.2** Minimise risks to safety, health, wellbeing and security of learners  **4.3** Manage confidentiality in relation to learners and the organisation  **4.4** Maintain learning and development records in accordance with organisational procedures |  |  |  |  |

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**J/505/0188 Preparing for the coaching role**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Analyse the skills and qualities required for a specific coaching role  **1.2** Explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role  **1.3** Explain why it is important to establish ground rules for engagement and boundaries in a coaching relationship  **1.4** Explain the importance of acting according to ethical and professional standards in a coaching relationship  **1.5** Analyse ways of building a relationship with a client in a coaching role |  |  |  |  |
| **2.1** Analyse the benefits of coaching in a specific context  **2.2** Analyse the impact of coaching on individual learning and development  **2.3** Explain legal and organisational requirements in a specific context relating to:• General Data Protection Regulations• privacy• confidentiality and• safeguarding and disclosure  **2.4** Identify sources of support to deal with issues which areoutside of own expertise or authority  **2.5** Explain what constitutes a safe and comfortable environment for a coaching session |  |  |  |  |
| **3.1** Analyse ways of identifying and agreeing outcomes and goals with clients  **3.2** Explain the role of a coaching agreement  **3.3** Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals  **3.4** Analyse client responsibility and autonomy for making changes |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**Y/505/1099 Understanding and managing behaviours in a learning environment**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe behaviours that can occur in a learning environment  **1.2** Explain potential factors leading to behaviours that can disrupt a learning environment |  |  |  |  |
| **2.1** Explain key aspects of legislation relating to managing behaviours in a learning environment  **2.2** Explain key aspects of an organisation’s policies relating to managing behaviours in a learning environment |  |  |  |  |
| **3.1** Analyse ways of encouraging behaviours that contribute to a purposeful learning environment  **3.2** Use strategies for encouraging behaviours that contribute to a purposeful learning environment |  |  |  |  |
| **4.1** Analyse ways of managing behaviours that disrupt a purposeful learning environment  **4.2** Use strategies for managing behaviours that disrupt a purposeful learning environment |  |  |  |  |
| **5.1** Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment  **5.2** Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**T/601/5320 Understanding the principles and practices of internally assuring the quality of assessment**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the functions of internal quality assurance in learning and development  **1.2** Explain the key concepts and principles of the internal quality assurance of assessment  **1.3** Explain the roles of practitioners involved in the internal and external quality assurance process  **1.4** Explain the regulations and requirements for internal quality assurance in own area of practice |  |  |  |  |
| **2.1** Evaluate the importance of planning and preparing internal quality assurance activities  **2.2** Explain what an internal quality assurance plan should contain  **2.3** Summarise the preparations that need to be made for internal quality assurance, including: • information collection• communications• administrative arrangements • resources |  |  |  |  |
| **3.1** Evaluate different techniques for sampling evidence of assessment, including use of technology  **3.2** Explain the appropriate criteria to use for judging the quality of the assessment process |  |  |  |  |
| **4.1** Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment  **4.2** Explain standardisation requirements in relation to assessment  **4.3** Explain relevant procedures regarding disputes about the quality of assessment |  |  |  |  |
| **5.1** Evaluate requirements for information management, General Data Protection Regulation and confidentiality in relation to the internal quality assurance of assessment |  |  |  |  |
| **6.1** Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare  **6.2** Evaluate different ways in which technology can contribute to the internal quality assurance of assessment  **6.3** Explain the value of reflective practice and continuing professional development in relation to internal quality assurance  **6.4** Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**D/505/1105 Working with the 14-19 age range in education and training**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain national policies and initiatives for the education of the 14-19 age range  **1.2** Analyse the relationship between schools and other providers of learning for the 14-19 age range |  |  |  |  |
| **2.1** Describe the legal framework and key legislation relating to teachers working with the 14-19 age range  **2.2** Analyse own role and responsibilities in relation to working with the 14-19 age range  **2.3** Evaluate impact on own practice of legislation relating to working with the 14-19 age range |  |  |  |  |
| **3.1** Analyse teaching, learning and assessment approaches for use with 14-19 learners  **3.2** Plan learning sessions for 14-19 learners, taking account of:own analysis of teaching, learning and assessment approaches for use with 14-19 learners;curriculum requirements; and individual learner needs |  |  |  |  |
| **4.1** Use teaching and learning approaches that take account of:• own analysis of teaching and learning approaches for use with 14-19 learners;• curriculum requirements; and• individual needs of 14-19 learners.  **4.2** Use assessment methods that take account of:• own analysis of assessment approaches for use with 14-19 learners;• curriculum requirements; and• individual needs of 14-19 learners |  |  |  |  |
| **5.1** Evaluate own practice in working with 14-19 learners  **5.2** Identify areas for improvement in own practice in working with 14-19 learners |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**J/503/4850 Analysing English language for literacy and language teaching**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Analyse key aspects of meaning of words  **1.2** Analyse the relationship between grammatical form and meaning |  |  |  |  |
| **2.1** Analyse key features of word formation  **2.2** Categorise words according to their classes  **2.3** Categorise verbs according to their forms  **2.4** Analyse phonological aspects of language including phonemes and stress patterns |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**R/503/4852 Reading skills for literacy and language teaching**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Select written texts for specific purposes  **1.2** Use reading skills for specific purposes  **1.3** Evaluate linguistic devices in texts |  |  |  |  |
| **2.1** Utilise results of own reading for specific purpose  **2.2** Produce coherent records of own interpretations of texts |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**D/503/4854 Speaking and listening skills for literacy and language teaching**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Select linguistic strategies and techniques to enable cohesion in own expression of information  **1.2** Express information clearly and coherently |  |  |  |  |
| **2.1** Identify types of non verbal communication  **2.2** Use and respond to non verbal communication to indicate engagement and interest  **2.3** Listen critically to verbal information  **2.4** Indicate understanding of verbal information  **2.5** Identify speakers’ intentions  **2.6** Respond to verbal information according to its nature and content |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**K/503/4856 Writing skills for literacy and language teaching**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Plan written texts according to the intended audience, purpose and situation  **1.2** Draft written texts using techniques at:text level sentence level word level |  |  |  |  |
| **2.1** Write fluently, coherently and cohesively  **2.2** Write accurately and legibly using conventions of lexis and syntax including grammar, spelling and punctuation according to purpose  **2.3** Edit and proof read written texts at text level, sentence level and word level |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**T/503/4861 Using mathematics: academic subjects**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the role of models in representing mathematical situations  **1.2** Analyse situations to interrogate for mathematical information and problems in academic subjects  **1.3** Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in academic subjects |  |  |  |  |
| **2.1** Analyse mathematical procedures for efficiency and effectiveness  **2.2** Examine linear and non-linear mathematical patterns in academic subjects  **2.3** Change values and assumptions when investigating mathematical situations in academic subjects  **2.4** Use extended logic and multi-step structured processes to find mathematical solutions in academic subjects |  |  |  |  |
| **3.1** Analyse the effect of accuracy on the reliability of mathematical findings in academic subjects  **3.2** Interrogate mathematical conclusions for errors or misconceptions  **3.3** Interpret findings to draw conclusions in academic subjects |  |  |  |  |
| **4.1** Select mathematical language for debate in academic subjects  **4.2** Select mathematical communication techniques to suit audience  **4.3** Present mathematical processing and analysis  **4.4** Describe findings using mathematical communication skills in academic subjects |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**A/503/4859 Using mathematics: personal and public life**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the role of models in representing mathematical situations  **1.2** Analyse situations to interrogate for mathematical information and problems in personal and public life  **1.3** Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in personal and public life |  |  |  |  |
| **2.1** Analyse mathematical procedures for efficiency and effectiveness  **2.2** Examine linear and non-linear mathematical patterns in personal and public life  **2.3** Change values and assumptions when investigating mathematical situations in in personal and public life  **2.4** Use extended logic and multi-step structured processes to find mathematical solutions in personal and public life |  |  |  |  |
| **3.1** Analyse the effect of accuracy on the reliability of mathematical findings in personal and public life  **3.2** Interrogate mathematical conclusions for errors or misconceptions  **3.3** Interpret findings to draw conclusions in personal and public life |  |  |  |  |
| **4.1** Select mathematical language for debate in personal and public life  **4.2** Select mathematical communication techniques to suit audience  **4.3** Present mathematical processing and analysis  **4.4** Describe findings using mathematical communication skills in personal and public life |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**F/503/4863 Using mathematics: professional and vocational contexts**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the role of models in representing mathematical situations  **1.2** Analyse situations to interrogate for mathematical information and problems in professional and vocational contexts  **1.3** Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in professional and vocational contexts |  |  |  |  |
| **2.1** Analyse mathematical procedures for efficiency and effectiveness  **2.2** Examine linear and non-linear mathematical patterns in professional and vocational contexts  **2.3** Change values and assumptions when investigating mathematical situations in professional and vocational contexts  **2.4** Use extended logic and multi-step structured processes to find mathematical solutions in professional and vocational contexts |  |  |  |  |
| **3.1** Analyse the effect of accuracy on the reliability of mathematical findings in professional and vocational contexts  **3.2** Interrogate mathematical conclusions for errors or misconceptions  **3.3** Interpret findings to draw conclusions in professional and vocational contexts |  |  |  |  |
| **4.1** Select mathematical language for debate in professional and vocational contexts  **4.2** Select mathematical communication techniques to suit audience  **4.3** Present mathematical processing and analysis  **4.4** Describe findings using mathematical communication skills in professional and vocational contexts |  |  |  |  |

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