SEG Awards ABC Level 4 Certificate in Education and Training

Qualification Guidance

Level 4 Certificate – 601/1380/7

About Us

At the Skills and Education SEG Awards (ABC)[1] we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification code is C9530-C4.

Version	Date	Details of change
8.0	01/03/2021	Qualification guide in new format and separate updated indicative content guide created which can be found on the Online Registration System

This guide should be read in conjunction with the Indicative Content document **version 1.0** which is available on our secure website using the link above.

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[1] ABC Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to ABC Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

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

This qualification develops practical teaching skills, and through the optional units, prepares teachers to work in a wide range of contexts.

You must have a minimum of 30 hours of teaching practice.

Pre-requisites

All trainee teachers/trainers joining this qualification programme must be age 19+ and should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. If trainee teachers/trainers join the qualification programme having already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required.

Minimum core of literacy, language, numeracy and ICT
The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, Mathematics and ICT expected of all teachers/trainers in the sector.

The minimum core document comprises three sections
- Language and literacy
- Numeracy
- Information and communication technology (ICT)

Each of these sections comprises two parts
- Part A knowledge and understanding
- Part B personal skills

Knowledge, understanding and personal skills requirements for literacy, language, numeracy and ICT are included in the teaching qualifications.

Requirements for knowledge and understanding elements
Elements of the minimum core should be selected appropriate to the context and needs of each cohort of trainee teachers/trainers. The selected elements should be delivered and assessed across the following mandatory units
- Planning to meet the needs of learners in education and training (Level 4)
- Delivering education and training (Level 4)
- Assessing learners in education and training (Level 4)
- Using resources for education and training (Level 4)

Requirements for personal skills in English, mathematics and ICT elements
All trainee teachers/trainers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT.

If trainees join the qualification programme having already completed a Level 3 Award in Education and Training, their record of development needs and any previous actions taken to address them should inform opportunities to continue to develop their skills as required by the appropriate minimum core elements.

Opportunities to develop these personal skills should be made available across the mandatory units as a minimum and learners should be provided with opportunities to develop these skills throughout a teacher/trainer education programme. Teacher/trainer education teams should ensure that the personal skills developed by trainees are those most appropriate for their professional role as teachers/trainers.

Minimum Core Guidance (updated 2013)
https://repository.excellencegateway.org.uk/Minimum-core.pdf

There are no other nationally agreed entry requirements.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Aims

The Level 4 Certificate in Education and aims to prepare trainee teachers/trainers in a wide range of contexts via:

- Understanding the roles and responsibilities in relation to teaching
- Understanding appropriate teaching and learning approaches
- Planning, delivering and evaluating teaching sessions
- Understanding the use of assessment methods and record keeping

It requires observation and assessment practice.

Target Group

It can meet the needs of a range of trainees, including:
- Individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification;
- Individuals who are currently teaching and training (including those who have just begun teaching and training) who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification;
- Individuals currently working as assessors who wish to achieve a teaching qualification.

Qualification Structure and Rules of Combination

Rules of Combination: Level 4 Certificate in Education and Training

Trainee Teachers/Trainers must achieve 36 credits. A minimum of 21 credits must be at Level 4 or above.

This must include 21 credits from Mandatory Group A and 15 credits from Optional Group B.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group A				
Understanding roles, responsibilities and relationships in education and training	H/505/0053	3	3	12
Planning to meet the needs of learners in education and training	A/505/1189	4	3	15
Delivering education and training	M/505/0122	4	6	24
Assessing learners in education and training	F/505/0125	4	6	24
Using resources for education and training	L/505/0127	4	3	15
Optional Group B				
Action research	T/503/5380	5	15	50
Assess occupational competence in the work environment *(Learning and Development unit)*	H/601/5314	3	6	30
Assess vocational skills, knowledge and understanding *(Learning and Development unit)*	F/601/5319	3	6	30
Delivering employability skills	M/505/1089	4	6	20
Effective partnership working in the learning and teaching context	Y/503/5310	4	15	50
Identify individual learning and development needs *(Learning and Development unit)*	K/502/9544	3	3	24
Internally assure the quality of assessment *(Learning and Development unit)*	A/601/5321	4	6	45
Manage learning and development in groups *(Learning and Development unit)*	A/502/9550	4	6	30

Preparing for the coaching role	J/505/0188	4	3	15
Understanding and managing behaviours in a learning environment	Y/505/1099	4	6	20
Understanding the principles and practices of internally assuring the quality of assessment *(Learning and Development unit)*	T/601/5320	4	6	45
Working with the 14-19 age range in the learning environment	D/505/1105	4	9	30
Units from the Award in English for Literacy and Language Teaching				
Analysing English language for literacy and language teaching	J/503/4850	3	3	15
Reading skills for literacy and language teaching	R/503/4852	3	3	15
Speaking and listening skills for literacy and language teaching	D/503/4854	3	3	15
Writing skills for literacy and language teaching	K/503/4856	3	3	15
Units from the Award in Mathematics for Numeracy Teaching				
Using mathematics: academic subjects	T/503/4861	3	6	30
Using mathematics: personal and public life	A/503/4859	3	6	30
Using mathematics: professional and vocational contexts	F/503/4863	3	6	30

If trainees achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

Delivery and Assessment

All those delivering units and/or observing and assessing practice should have all of the following:
- teaching or training qualification
- evidence of relevant teaching experience in an education or training context
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes

N.B. This does not include qualifications that only provide an introduction to teaching, for example, the Level 3 Award in Education and Training or the Level 3 or Level 4 PTLLS awards.

All those who assess the learning and development units for this qualification must also:
- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors)
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following qualifications or their recognised equivalent
    - o Level 3 Award in Assessing Competence in the Work Environment; or
    - o Level 3 Certificate in Assessing Vocational Achievement; or
    - o A1 Assess candidate performance using a range of methods; or
    - o D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and quality assurance

All those who are involved with the internal quality assurance of the learning and development units for this qualification must:
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
    - o Level 3 Award in Assessing Competence in the Work Environment; or
    - o Level 3 Certificate in Assessing Vocational Achievement; or
    - o A1 Assess candidate performance using a range of methods; or
    - o D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
    - o Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice; or
    - o Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice; or
    - o V1 Conduct internal quality assurance of the assessment process; or
    - o D34 Internally verify the assessment process; and

- show current evidence of continuing professional development in assessment and quality assurance

Practice Component

The practice component itself is a vital component of high-quality initial training.

There is a requirement for a minimum of 30 hours of practice for this qualification.

There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken which specify that purpose. However, where trainee teachers/trainers are working solely with individuals, a programme may also include support and preparation for working with groups.

An effective teaching practice experience should ideally include:
- different teaching practice locations/settings/contexts
- teaching across more than one level
- teaching a variety of learners
- teaching individuals and groups
- experience of non-teaching roles; and
- gaining subject-specialist knowledge through workplace mentoring

ITE providers should attempt to ensure that trainee teachers/trainers have access to as many of these elements as possible during their teaching practice.

Observed and assessed practice requirements

There must be a minimum of three observations totalling a minimum of three hours.
This excludes any observed practice completed as part of the Level 3 Award in Education and Training.

Any single observation must be a minimum of half an hour.

Observations should be appropriately spaced throughout the whole programme and take into a provider's ability to make a judgement about whether a trainee teacher/trainer has met the required standard of practice in an observation.

For the Education and Training units, practice must be in a teaching and learning environment.

As stated above, there is a requirement for a minimum of three observations of practice. The three observations must be linked to the following mandatory units:
- Delivering education and training (Level 4)
- Assessing learners in education and training (Level 4)
- Using resources for education and training (Level 4)

It is recommended that a holistic approach should be taken to observe and assessed practice so that each observation and assessment of practice enables trainee teachers/trainers to provide evidence for all of the three units identified above.

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

There are additional practice requirements for some optional units that belong to the Education and Training suite, including observed and assessed practice.

These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units and are details are included in the supporting Information for each unit.

For some optional units taken from the Learning and Development qualifications, practice must be in a real work environment and in the appropriate context with groups of learners or with individual learners. See supporting information for each unit for details

N.B. There is no transfer of practice, including observed and assessed practice, from a previously achieved Level 3 Award in Education and Training.

Trainee teachers who have achieved the Level 4 Certificate in Education and Training can transfer twenty hours of practice and two hours of observed and assessed practice towards the practice requirements for the Level 5 Diploma in Education and Training.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

Individuals who have achieved the Level 4 Certificate in Education and Training and who are progressing to a Level 5 Diploma in Education and Training should have their prior achievement recognised. Recognition of prior learning (RPL) will apply between the mandatory credit from the Certificate and the unit 'teaching, learning and assessment in

education and training' for the Level 5 Diploma in Education and Training. Trainees should not be required to present further evidence other than that required to demonstrate that their prior learning is at Level 4.

Individuals who have achieved the Level 4 Certificate in Education and Training and who are progressing to HEI-accredited qualifications at Level 5 or above may have their Level 4 credit recognised in line with that HEI's arrangements for the recognition of prior learning.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a trainee's progression into the sector. Centres must, therefore, inform trainees of any limits their learning difficulty may impose on future progression.

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification								
Level 4 Certificate in Education and Training – 601/1380/7								

Qualification Purpose	D – Confirm Occupational Competence							
Age Range	Pre 16		16-18		18+		19+	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	• Internal assessment • Internal and external moderation							
Type of Funding Available	See LARS (Learning Aims Reference Service)							
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges							
Grading	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
Operational Start Date	01/10/2013							
Review Date	31/07/2024							
Operational End Date								
Certification End Date								
Guided Learning (GL)	140 hours (minimum)							
Total Qualification Time TQT)	360							
Credit Value	36							
Skills and Education Group Awards Sector	Education and Training							
Ofqual SSA Sector	13.1 Teaching and lecturing							
Support from Trade Associations/Stakeholder Support	emCETT (East Midlands Centre for Excellence in Teacher Training) and InTouch Care							
Administering Office	See Skills and Education Group Awards website							

Unit Details

Understanding Roles, Responsibilities and Relationships in Education and Training

Unit Reference	**H/505/0053**
Level	**3**
Credit Value	**3**
Guided Learning	**12 hours**
Unit Summary	The purpose of the unit is to enable the trainee (teacher/trainer) to understand the role and responsibilities of a teacher/trainer in education and training and the relationship between different professionals in education and training.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.3)** ***The learner can***
1. Understand the teaching role and responsibilities in education and training	1.1 Explain the teaching role and responsibilities in education and training 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. Understand ways to maintain a safe and supportive learning environment	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. Understand the relationships between teachers and other professionals in education and training	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

Planning to Meet the Needs of Learners in Education and Training

Unit Reference	**A/505/1189**
Level	**4**
Credit Value	**3**
Guided Learning	**15 hours**
Unit Summary	The aim of the unit is to enable the trainee to agree individual learning goals with their learners, to plan inclusive teaching and learning approaches in accordance with internal processes and external requirements, and to evaluate their own practice in planning teaching and learning. It covers expectations in relation to the minimum core in planning inclusive teaching and learning.
Learning Outcomes (1 to 4) *The learner will*	**Assessment Criteria (1.1 to 4.2)** *The learner can*
1. Be able to use initial and diagnostic assessment to agree individual learning goals with learners	1.1 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals 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. Be able to plan inclusive teaching and learning in accordance with internal and external requirements	2.1 Devise a scheme of work in accordance with internal and external requirements 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. Be able to implement the minimum core in planning inclusive teaching and learning	3.1	Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning
	3.2	Apply minimum core elements in planning inclusive teaching and learning
4. Be able to evaluate own practice when planning inclusive teaching and learning	4.1	Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others
	4.2	Identify areas for improvement in own planning to meet the individual needs of learners

Delivering Education and Training

Unit Reference	**M/505/0122**
Level	**4**
Credit Value	**6**
Guided Learning	**24 hours**
Unit Summary	The aim of the unit is to enable the trainee to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the trainee with understanding of how technology can enhance teaching and learning and covers expectations in relation to the minimum core in delivering inclusive teaching and learning.
Learning Outcomes (1 to 5) *The learner will*	**Assessment Criteria (1.1 to 5.2)** *The learner can*
1. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements	1.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners 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. Be able to communicate with learners and other learning professionals to promote learning and progression	2.1 Analyse benefits and limitations of communication methods and media used in own area of specialism 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. Be able to use technologies in delivering inclusive teaching and learning	3.1 Analyse benefits and limitations of technologies used in own area of specialism 3.2 Use technologies to enhance teaching and meet individual learner needs
4. Be able to implement the minimum core when delivering inclusive teaching and learning	4.1 Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning 4.2 Apply minimum core elements in delivering inclusive teaching and learning
5. Be able to evaluate own practice 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

Assessing Learners in Education and Training

Unit Reference	F/505/0125
Level	4
Credit Value	6
Guided Learning	24 hours
Unit Summary	The aim of the unit is to enable the trainee to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.

Learning Outcomes (1 to 4) The learner will	Assessment Criteria (1.1 to 4.2) The learner can
1. Be able to use types and methods of assessment to meet the needs of individual learners	1.1 Explain the purposes of types of assessment used in education and training 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. Be able to carry out assessments in accordance with internal and external requirements	2.1 Identify the internal and external assessment requirements and related procedures of learning programmes

	2.2	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
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	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. Be able to implement the minimum core when assessing learners	3.1	Analyse ways in which minimum core elements can be demonstrated in assessing learners
	3.2	Apply minimum core elements in assessing learners
4. Be able to evaluate own assessment practice	4.1	Review the effectiveness of own assessment practice, taking account of the views of learners and others
	4.2	Identify areas for improvement in own assessment practice

Using Resources for Education and Training

Unit Reference	**L/505/0127**
Level	**4**
Credit Value	**3**
Guided Learning	**15 hours**
Unit Summary	The aim of the unit is to enable the trainee to use resources in the delivery of inclusive teaching and learning and to be able to evaluate that use. It covers expectations in relation to the minimum core in relation to using resources for inclusive teaching and learning.

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.2) *The learner can*
1. Be able to use resources in the delivery of inclusive teaching and learning	1.1 Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners 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. Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning	2.1 Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning 2.2 Apply minimum core elements when using resources for inclusive teaching and learning
3. Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	3.1 Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others 3.2 Identify areas for improvement in own use of resources to meet the individual needs of learners

Action Research

Unit Reference	T/503/5380
Level	5
Credit Value	15
Guided Learning	50 hours
Unit Summary	The unit aims to enable trainees to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. It also involves evaluating own practice in relation to action research.

Learning Outcomes (1 to 6) *The learner will*	Assessment Criteria (1.1 to 6.3) *The learner can*
1. Understand the purpose and nature of action research	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. Be able to initiate 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. Understand ways of carrying out action research	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. Be able to carry out action research	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. Be able to present the outcomes of 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. Be able to evaluate own practice in relation to 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

Assess Occupational Competence in the Work Environment

Unit Reference	H/601/5314
Level	3
Credit Value	6
Guided Learning	30 hours
Unit Summary	The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment. This unit requires evidence of using the following assessment 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 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.4) *The learner can*

1. Be able to plan the assessment of occupational competence	1.1 Plan assessment of occupational competence based on the following methods:
	   a. observation of performance in the work environment
	   b. examining products of work
	   c. questioning the learner
	   d. discussing with the learner
	   e. use of others (witness testimony)
	   f. looking at learner statements
	   g. 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. Be able to make assessment decisions about occupational competence	2.1	Use valid, fair and reliable assessment methods including: a. observation of performance b. examining products of work c. questioning the learner d. discussing with the learner e. use of others (witness testimony) f. looking at learner statements g. 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. Be able to provide required information following the assessment of occupational competence	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. Be able to maintain legal and good practice requirements when assessing occupational competence	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

Assess Vocational Skills, Knowledge and Understanding

Unit Reference	**F/601/5319**
Level	**3**
Credit Value	**6**
Guided Learning	**30 hours**

Unit Summary	The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment. Assessment methods include:
	
	   a. assessments of the learner in simulated environments
	   b. skills tests
	   c. oral and written questions
	   d. assignments
	   e. projects
	   f. case studies
	   g. recognising prior learning
	
	The unit does not require the design of assessments. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.4) *The learner can*

1. Be able to prepare assessments of vocational skills, knowledge and understanding	1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:
	   a. assessments of the learner in simulated environments skills tests
	   b. oral and written questions
	   c. assignments
	   d. projects
	   e. case studies
	   f. 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. Be able to carry out assessments of vocational skills, knowledge and understanding	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. Be able to provide required information following the assessment of vocational skills, knowledge and understanding	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. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	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

Mapping to National Occupational Standards
Learning and Development NOS Standard 9: Assess learner achievement

Delivering Employability Skills

Unit Reference	M/505/1089
Level	4
Credit Value	6
Guided Learning	20 hours
Unit Summary	The unit aims to enable trainees to deliver employability skills sessions. It includes consideration of the differences between employability and employment skills; the personal qualities, skills and techniques needed for the delivery of employability skills; and how the learning environment and personal presentation influence the success of the delivery of employability skills. It also includes delivering employability skills and using techniques and practices that reflect the workplace.

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.2) *The learner can*
1. Understand the differences between employability skills and employment skills	1.1 Explain differences between employability skills and employment skills 1.2 Explain the benefits to learners of having employability skills
2. Understand the influence of personal qualities and skills on the delivery of 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. Be able to use techniques, strategies and practices that reflect the workplace in 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. Be able to evaluate own delivery of employability skills	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

Effective Partnership Working in the Learning and Teaching Context

Unit Reference	Y/503/5310
Level	4
Credit Value	15
Guided Learning	50 hours
Unit Summary	The unit aims to enable trainees to understand effective partnership working in the teaching and learning context. It includes understanding the purpose and nature of partnership working and the purpose, aims, objectives, structure and management of a specific partnership. It also involves communicating effectively within a partnership and understanding the wider context within which a partnership operates.

Learning Outcomes (1 to 6) *The learner will*	Assessment Criteria (1.1 to 6.3) *The learner can*
1. Understand the purpose and nature of partnership working	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. Understand the purpose, aims and objectives of a partnership	2.1 Explain the purpose of a specific partnership 2.2 Identify the aims and objectives of a specific partnership
3. Understand the structure and management of a 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. Understand how to measure and report on a partnership's outputs	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. Understand how to communicate effectively within a partnership	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. Understand the wider context within which a partnership operates	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

Identify Individual Learning and Development Needs

Unit Reference	**K/502/9544**
Level	**3**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	The aim of this unit is to enable a trainee to conduct learning needs analysis for individuals, demonstrating an understanding of the principles and practices involved and agreeing priorities and future options.
Learning Outcomes (1 to 3) *The learner will*	**Assessment Criteria (1.1 to 3.2)** *The learner can*
1. Understand the principles and practices of learning needs analysis for individuals	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. Be able to conduct learning needs analysis for individuals	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. Be able to agree individual learning and development needs	3.1 Agree and prioritise individual learning and development needs
	
	3.2 Advise individuals about learning and development options to meet:
	    a. learner priorities
	    b. learning preferences
	    c. learning styles

Internally Assure the Quality of Assessment

Unit Reference	**A/601/5321**
Level	**4**
Credit Value	**6**
Guided Learning	**45 hours**
Unit Summary	The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.
Learning Outcomes (1 to 5) *The learner will*	**Assessment Criteria (1.1 to 5.4)** *The learner can*
1. Be able to plan the internal quality assurance of assessment	1.1 Plan monitoring activities according to the requirements of own role 1.2 Make arrangements for internal monitoring activities to assure quality
2. Be able to internally evaluate the quality of assessment	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. Be able to internally maintain and improve the quality of assessment	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. Be able to manage information relevant to the internal quality assurance of assessment	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. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment	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

Manage Learning and Development in Groups

Unit Reference	**A/502/9550**
Level	**4**
Credit Value	**6**
Guided Learning	**30 hours**
Unit Summary	This unit aims to assess a learning and development practitioner's management of learning and development in groups. They are expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process. This unit assesses occupational competence and requires trainees to undertake practice in a work environment.
Learning Outcomes (1 to 4) *The learner will*	**Assessment Criteria (1.1 to 4.4)** *The learner can*
1. Understand the principles and practices of managing learning and development in groups	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. Be able to manage group learning and development environments	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. Be able to apply methodologies to manage learning and development in groups	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. Be able to manage learning and development in groups to comply with legal and organisational requirements	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

Preparing for the Coaching Role

Unit Reference	**J/505/0188**
Level	**4**
Credit Value	**3**
Guided Learning	**15 hours**
Unit Summary	The aim of this unit is to prepare the trainee for the coaching role by analysing the role of the coach and the use of coaching in a specific context.
Learning Outcomes (1 to 3) *The learner will*	**Assessment Criteria (1.1 to 3.4)** *The learner can*
1. Understand own role and responsibilities in relation to coaching	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. Understand the use of coaching in a specific context	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:
	    a. General Data Protection Regulations
	    b. privacy

	c. confidentiality; and d. safeguarding and disclosure 2.4 Identify sources of support to deal with issues which are outside of own expertise or authority. 2.5 Explain what constitutes a safe and comfortable environment for a coaching session.
3. Understand how to identify client goals and outcomes	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

Understanding and Managing Behaviours in a Learning Environment

Unit Reference	Y/505/1099
Level	4
Credit Value	6
Guided Learning	20 hours
Unit Summary	The unit aims to enable trainees to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.

Learning Outcomes (1 to 5) *The learner will*	Assessment Criteria (1.1 to 5.2) *The learner can*
1. Understand potential factors leading to behaviours that disrupt a learning environment	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. Understand organisational policies relating to managing behaviours in 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. Be able to promote behaviours that contribute to a purposeful 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. Be able to manage behaviours that disrupt 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. Be able to evaluate own practice in managing behaviours in a 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

Understanding the Principles and Practices of Internally Assuring the Quality of Assessment

Unit Reference	T/601/5320
Level	4
Credit Value	6
Guided Learning	45 hours
Unit Summary	The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires for the internal quality assurance of assessment. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning Outcomes (1 to 6) *The learner will*	Assessment Criteria (1.1 to 6.4) *The learner can*
1. Understand the context and principles of internal quality assurance	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. Understand how to plan the internal quality assurance of assessment	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: 　　a. information collection 　　b. communications 　　c. administrative arrangements

	d. resources
3. Understand techniques and criteria for monitoring the quality of assessment internally	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. Understand how to internally maintain and improve the quality of assessment	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. Understand how to manage information relevant to the internal quality assurance 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. Understand the legal and good practice requirements for 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

Working with the 14-19 Age Range in Education and Training

Unit Reference	D/505/1105
Level	4
Credit Value	9
Guided Learning	30 hours
Unit Summary	This unit aims to develop an understanding of national educational policy, initiatives and provision for the 14-19 age range and the teaching skills required to work with this age group.

Learning Outcomes (1 to 5) *The learner will*	Assessment Criteria (1.1 to 5.2) *The learner can*
1. Understand national developments in educational provision for the 14-19 age range	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. Understand roles and responsibilities of teachers working with 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. Be able to plan learning to meet the needs of individual 14-19 learners	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:
	  a. own analysis of teaching, learning and assessment approaches for use with 14-19 learners
	  b. curriculum requirements

	c. individual learner needs

4. Be able to deliver learning to meet the needs of individual 14-19 learners	4.1 Use teaching and learning approaches that take account of:
	    a. own analysis of teaching and learning approaches for use with 14-19 learners
	    b. curriculum requirements
	    c. individual needs of 14-19 learners
	
	4.2 Use assessment methods that take account of:
	    a. own analysis of assessment approaches for use with 14-19 learners
	    b. curriculum requirement
	    c. individual needs of 14-19 learners

5. Be able to evaluate own practice in working with the 14-19 age range	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

Analysing English Language for Literacy and Language Teaching

Unit Reference	**J/503/4850**
Level	**3**
Credit Value	**3**
Guided Learning	**15 hours**
Unit Summary	The unit will allow learners to explore the relationship between forms of language and meaning and the structural features of language.

Learning Outcomes (1 to 2) *The learner will*	Assessment Criteria (1.1 to 2.4) *The learner can*
1. Understand the relationship between forms of language and meaning	1.1 Analyse key aspects of meaning of words 1.2 Analyse the relationship between grammatical form and meaning
2. Understand structural features of language	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

Reading Skills for Literacy and Language Teaching

Unit Reference	**R/503/4852**
Level	**3**
Credit Value	**3**
Guided Learning	**15 hours**
Unit Summary	The unit aims to provide learners with the knowledge and skills to read and respond to written texts.

Learning Outcomes (1 to 5) *The learner will*	Assessment Criteria (1.1 to 2.2) *The learner can*
1. Be able to read written texts	1.1 Select written texts for specific purposes 1.2 Use reading skills for specific purposes 1.3 Evaluate linguistic devices in texts
2. Be able to respond to written texts	2.1 Utilise results of own reading for specific purpose 2.2 Produce coherent records of own interpretations of texts

Speaking and Listening Skills for Literacy and Language Teaching

Unit Reference	D/503/4854
Level	3
Credit Value	3
Guided Learning	15 hours
Unit Summary	The unit aims to provide learners with the knowledge and skills to present, listen and respond to information.

Learning Outcomes (1 to 2) *The learner will*	Assessment Criteria (1.1 to 2.6) *The learner can*
1. Be able to present information	1.1 Select linguistic strategies and techniques to enable cohesion in own expression of information 1.2 Express information clearly and coherently
2. Be able to listen and respond to non-verbal and verbal information	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

Writing Skills for Literacy and Language Teaching

Unit Reference	**K/503/4856**
Level	**3**
Credit Value	**3**
Guided Learning	**15 hours**
Unit Summary	The unit aims to provide learners with the knowledge and skills to prepare and produce written texts.

Learning Outcomes (1 to 2) *The learner will*	Assessment Criteria (1.1 to 2.3) *The learner can*
1. Be able to prepare written texts	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 and word level
2. Be able to produce written texts	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

Using Mathematics: Academic Subjects

Unit Reference	**T/503/4861**
Level	**3**
Credit Value	**6**
Guided Learning	**30 hours**
Unit Summary	The unit aims to provide learners with the opportunity to develop knowledge and skills to interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in academic subjects.

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.4) *The learner can*
1. Be able to interpret mathematical situations in academic subjects	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. Be able to process mathematical problems 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. Be able to analyse mathematical findings from 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. Be able to use mathematical communication 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

Using Mathematics: Personal and Public Life

Unit Reference	A/503/4859
Level	3
Credit Value	6
Guided Learning	30 hours
Unit Summary	The unit aims to provide learners with the opportunity to develop knowledge and skills to interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in professional and vocational contexts.

Learning Outcomes (1 to 4) The learner will	Assessment Criteria (1.1 to 4.4) The learner can
1. Be able to interpret mathematical situations in personal and public life	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. Be able to process mathematical problems 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. Be able to analyse mathematical findings from 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. Be able to use mathematical communication 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

Using Mathematics: Professional and Vocational Contexts

Unit Reference	**F/503/4863**
Level	**3**
Credit Value	**6**
Guided Learning	**30 hours**
Unit Summary	The unit aims to provide learners with the opportunity to develop knowledge and skills to interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in personal and public life.

Learning Outcomes (1 to 4) *The learner will*	**Assessment Criteria (1.1 to 4.4)** *The learner can*
1. Be able to interpret mathematical situations in professional and vocational contexts	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. Be able to process mathematical problems 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. Be able to analyse mathematical findings from 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. Be able to use mathematical communication 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

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within a Skills and Education Group Award qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

  Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

  It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

  Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - o original certificates OR
  - o copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and

guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the website.

Exemptions

There are no identified exemptions for these qualifications.

Equivalencies

There are no identified equivalencies for these qualifications.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards policies and procedures are available on the website.

Glossary of Terms

GL (Guided Learning)

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'
GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:
- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

TQT (Total Qualification Time)

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:
- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.