

Qualification Guidance

For awarding organisations

Level 4 Certificate in Education and Training (QCF)

March 2013



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Glossary

This table gives definitions for the terms and acronyms used in this document.

Acronym / Term	Definition
AO	Awarding organisation (also used to refer to 'Awarding body')
BIS	Department for Business, Innovation and Skills
Credit	One credit equates to ten notional hours of learning (QCF)
CTLTS	Certificate in Teaching in the Lifelong Learning Sector
GLH	Guided learning hours (as defined by the Skills Funding Agency)
HEI	Higher education institution
ITE	Initial teacher education
LSIS	Learning and Skills Improvement Service
Ofqual	Office of Qualifications and Examinations Regulation
PTLLS	(Award in) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RITS	Regulatory Information Technology System
RoC	Rules of Combination

Section 1 Introduction

1.1 Purpose of this document

This document provides the technical information needed by awarding organisations to develop the following qualification in the Qualifications and Credit Framework (QCF):

Level 4 Certificate in Education and Training (QCF)

This qualification will replace the QCF *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 document does not provide general information about the suite of teaching qualifications being introduced from 2013 for the further education and skills sector. This is available in the separate LSIS guidance document *Teaching and Training Qualifications for the Further Education and Skills Sector in England (2013): Guidance for employers and practitioners (LSIS, 2013)*.

1.2 How to use this document

The document is arranged as follows:

- **Section 1** provides background and brief design features for the qualification. It also includes information on the minimum core of literacy, language, numeracy and ICT.
- **Section 2** gives details of the qualification requirements and the rules of combination for the *Level 4 Certificate in Education and Training*. It also includes information on links to other qualifications in the Education and Training suite.
- **Section 3** provides details on the mandatory units of assessment. A list of optional units is provided in Section 2.

Units from the Learning and Development qualifications and optional units from the *Award in English for Literacy and Language Teaching* and the *Award in Mathematics for Numeracy Teaching* available as optional units in the *Level 4 Certificate in Education and Training* are detailed in the relevant qualification guidance documents. Other optional units are detailed in the guidance document, *Qualification guidance for awarding organisations: Optional units for QCF Education and Training qualifications (LSIS, March 2013)*.

1.3 Background

An LSIS review of qualifications for teachers and trainers in the further education and skills sector was undertaken in 2012. The proposal for a certificate at Level 4 was supported as part of a suite of generic teaching and training qualifications including award and diploma qualifications. More information about the findings of the review can be found in the report *Further Education and Skills in England: New Qualifications for Teachers and Trainers: Phase Two – Findings Report (LSIS, 2013)*. An overview of the new qualifications is available in Annex 1.

LSIS has agreed with the Department for Business, Innovation and Skills (BIS) that there should be a phased introduction of the new qualifications as this will respect the different development cycles of awarding organisations (AOs) and higher education institutions (HEIs).

The Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK, 2006) were outside the scope of the review. These standards will continue to underpin practice in the sector alongside the new teaching qualifications.

1.4 The design features of the qualification

The design features of the new qualifications are consistent with the main design features of the QCF. Knowledge and understanding of the QCF is a prerequisite for awarding organisations to be able to specify the qualification requirements. An up-to-date introduction to the QCF can be found on the [Ofqual website](#).

Units of assessment

The units that make up the new *Level 4 Certificate in Education and Training* qualification are available for awarding organisations in the Regulatory Information Technology System (RITS) of Ofqual. When an awarding organisation has a qualification accredited, there will be public access to the units in the Ofqual Register of Regulated Qualifications.

Credit achievement and the rules of combination for this qualification are based on units of two different kinds: mandatory units and optional units. The distinctions are based on the regulatory requirements of the QCF:

- **Mandatory units:** as the QCF term implies, these are units that must be completed in order for the qualification to be achieved.
- **Optional units:** this QCF term refers to units within a group from which a learner may select particular units in order to achieve the required number of credits for the award of the qualification.

1.5 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 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. Details can be found in the document, *Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills. A guide for initial teacher education programmes* (LLUK, 2007; updated LSIS, 2013).

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. 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 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.

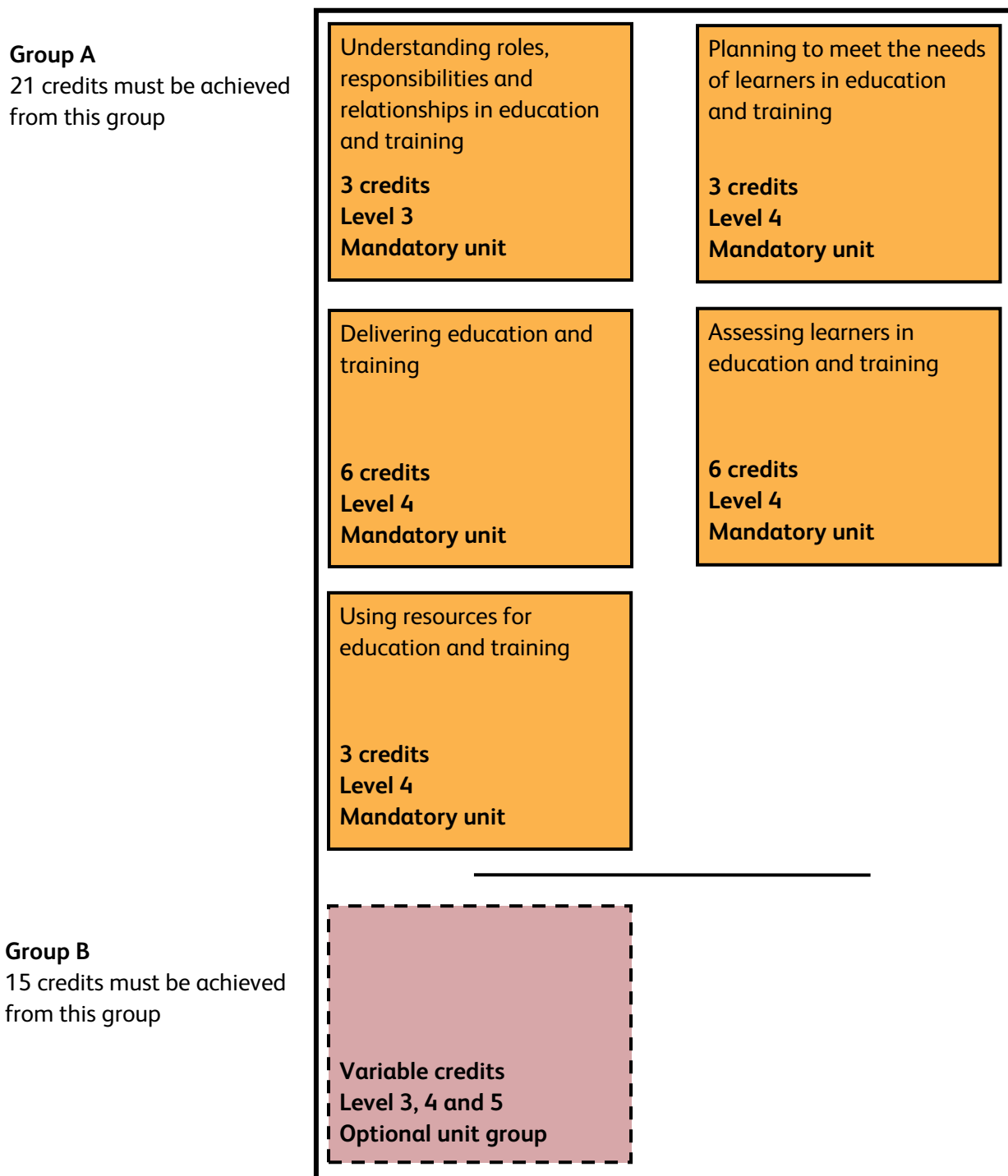
Opportunities to develop these personal skills should be made available across the mandatory units as a minimum. LSIS supports opportunities to develop these skills throughout a teacher education programme. Teacher education teams should ensure that the personal skills developed are most appropriate for trainees for their professional role as teachers.

Section 2 Level 4 Certificate in Education and Training (QCF)

2.1 Qualification structure at a glance

Level 4 Certificate in Education and Training (QCF)

36 credits (minimum of 21 credits at Level 4)



2.2 Purpose of the qualification

The *Level 4 Certificate in Education and Training* prepares trainee teachers to teach in a wide range of contexts. It requires observation and assessment of performance.

It can meet the needs of a range of trainee teachers, including:

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

Some units from the Learning and Development suite of qualifications may be achieved within this qualification. These units require practice to be assessed.

The purpose of the qualification in the QCF is to ‘confirm occupational competence’ (D1).

2.3 Credit value of the qualification

36 credits (minimum 21 at Level 4 or above).

2.4 Guided learning hours (GLH) for the qualification

A minimum of 140 GLH.

The maximum GLH will be determined by the optional units selected by an awarding organisation.

2.5 Age range for Ofqual purposes

These qualifications are listed as appropriate for learners of 19+.

2.6 Entry requirements

All trainee teachers joining this qualification programme 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 trainees 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 action taken to address them should be reviewed and updated as required.

There are no other nationally agreed entry requirements.

2.7 Links to other qualifications in the Education and Training suite

Individuals are not required to have achieved a *Level 3 Award in Education and Training* before undertaking a *Level 4 Certificate in Education and Training* or a *Level 5 Diploma in Education and Training*. However, some individuals undertaking a *Level 4 Certificate in Education and Training* may already have achieved a *Level 3 Award in Education and Training*.

The Level 3 unit *Understanding roles, responsibilities and relationships in education and training* is also a mandatory unit in the *Level 3 Award in Education and Training*. LSIS recommends that this unit be delivered before other units in both the Award and Certificate qualifications to support progression. For those achieving this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

Trainee teachers who have achieved the *Level 4 Certificate in Education and Training* and who are progressing to an AO-accredited *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*. They should not be required to present further evidence other than that required to demonstrate that their prior learning is at Level 4. All awarding organisations will implement this process.

Trainee teachers 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.

2.8 Practice requirement

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 are working solely with individuals, a programme may also include support and preparation for working with groups.

Annex 2 summarises the practice requirements for the qualification's mandatory units. The practice requirements for the optional units are detailed in the separate optional unit guidance document or in the relevant Learning and Development qualification guidance document.

LSIS recognises that 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.

LSIS supports any endeavour of ITE providers to ensure that trainee teachers 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 account a trainee teacher's progress. Awarding organisations will provide guidance to enable providers to make a judgement about whether a trainee teacher has met the required standard of practice in an observation. LSIS recommends that awarding organisations refer to the [*Handbook for the Inspection of Further Education and Skills \(Ofsted, 2012\) – Part 2, Section B: Quality of Teaching, Learning and Assessment*](#) to inform the development of their guidance.

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).

LSIS recommends that a holistic approach should be taken to observed and assessed practice so that each observation and assessment of practice enables trainee teachers to provide evidence for each 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, including observed and assessed practice, requirements for some optional units taken from the Education and Training suite. These requirements are in addition to the observed and assessed practice requirements identified above for the mandatory units and are summarised in the separate optional unit guidance document, *Qualification guidance for awarding organisations: Optional units for QCF Education and Training qualifications (LSIS, March 2013)*.

For some optional units taken from the Learning and Development qualifications, practice must be in a real work environment and in the appropriate context – with groups of learners or with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for the Learning and Development units. These requirements are in addition to the observed and assessed practice requirements for the mandatory units identified above and are summarised in the separate Learning and Development qualification guidance documents.

2.9 Transfer of practice

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*.

2.10 Requirements for those delivering units and/or observing and assessing practice

All those delivering units and/or observing and assessing practice for the *Level 4 Certificate in Education and Training* should have all of the following:

- a teaching or training qualification¹;
- 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.

There are additional requirements for those who assess the Learning and Development units.

There are additional requirements for those who assess the Learning and Development units. Information about the assessment and quality assurance strategy for the Learning and Development units is included in Annex 3.

¹ 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.

2.11 Rules of combination

To be awarded the *Level 4 Certificate in Education and Training*, the learner must achieve a total of 36 credits:

- 21 credits from Group A
- 15 credits from Group B.

A minimum of 21 credits must be at Level 4 or above.

Level 4 Certificate in Education and Training	
Total credit value of qualification: 36 credits	
Minimum 140 GLH	
Credit value at Level 4 or above	Minimum 21 credits
Credit value of mandatory units	21 credits
Credit value of optional units	15 credits

Unit title	Level	Credit value	GLH
Group A			
<i>Twenty one (21) credits must be achieved from this group</i>			
Understanding roles, responsibilities and relationships in education and training	3	3	12
Planning to meet the needs of learners in education and training	4	3	15
Delivering education and training	4	6	24
Assessing learners in education and training	4	6	24
Using resources for education and training	4	3	15
Group B			
<i>Fifteen (15) credits must be achieved from this group</i>			
Action learning to support development of specific pedagogy	5	15	50
Action research	5	15	50
Assess occupational competence in the work environment <i>(Learning and Development unit)</i>	3	6	30

Unit title	Level	Credit value	GLH
Assess vocational skills, knowledge and understanding <i>(Learning and Development unit)</i>	3	6	24
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	3	6	30
Delivering employability skills	4	6	20
Develop and prepare resources for learning and development <i>(Learning and Development unit)</i>	4	6	25
Develop learning and development programmes <i>(Learning and development unit)</i>	4	6	30
Developing, using and organising resources within the lifelong learning sector	5	15	50
Effective partnership working in the teaching and learning context	4	15	50
Engage learners in the learning and development process <i>(Learning and development unit)</i>	3	6	30
Engage with employers to develop and support learning provision <i>(Learning and Development unit)</i>	3	6	25
Engage with employers to facilitate workforce development <i>(Learning and Development unit)</i>	4	6	30
Equality and diversity	4	6	25
Evaluating learning programmes	4	3	15
Identify individual learning and development needs <i>(Learning and development unit)</i>	3	3	24
Identify the learning needs of organisations <i>(Learning and Development unit)</i>	4	6	30
Inclusive practice	4	15	50

Unit title	Level	Credit value	GLH
Internally assure the quality of assessment (<i>Learning and Development unit</i>)	4	6	45
Manage learning and development in groups (<i>Learning and Development unit</i>)	4	6	30
Preparing for the coaching role	4	3	15
Preparing for the mentoring role	4	3	15
Principles and practice of lip-reading teaching	4	12	48
Quality procedures within education and training	4	6	20
Specialist delivery techniques and activities	4	9	30
Teaching in a specialist area	4	15	50
Understanding and managing behaviours in a learning environment	4	6	20
Understanding and managing behaviours in a learning environment	5	15	50
Understanding the principles and practices of externally assuring the quality of assessment (<i>Learning and Development unit</i>)	4	6	45
Understanding the principles and practices of internally assuring the quality of assessment (<i>Learning and Development unit</i>)	4	6	45
Working with the 14-19 age range in the learning environment	4	9	30
Units from the Award in English for Literacy and Language Teaching			
Analysing English language for literacy and language teaching	3	3	15
Reading skills for literacy and language teaching	3	3	15
Speaking and listening skills for literacy and language teaching	3	3	15
Writing skills for literacy and language teaching	3	3	15

Unit title	Level	Credit value	GLH
Units from the <i>Award in Mathematics for Numeracy Teaching</i>			
Using mathematics: academic subjects	3	6	30
Using mathematics: personal and public life	3	6	30
Using mathematics: professional and vocational contexts	3	6	30

Awarding organisations will use the RoC to develop their own qualifications. There is no requirement for them to offer all the optional units in the RoC, but they must offer sufficient to enable a learner to complete the qualification.

Section 3 Mandatory units of assessment

The units of assessment are provided in this format for information. Awarding organisations should always refer to the units in RITS when developing and regulating qualifications. Microsoft Word versions are available as companion documents to this guidance.

Group A

Understanding roles, responsibilities and relationships in education and training	Level 3
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

Number of units: 5

Note

Optional units from the Learning and Development qualifications, and optional units from the *Award in English for Literacy and Language Teaching* and the *Award in Mathematics for Numeracy Teaching* that are available as optional units in the *Level 4 Certificate in Education and Training* are detailed in the relevant qualification guidance documents. Other optional units of assessment are available in the guidance document, *Qualification guidance for awarding organisations: Optional units for QCF Education and Training qualifications (LSIS, March 2013)*.

Group A

Unit title	Understanding roles, responsibilities and relationships in education and training	
Level	3	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
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 the importance of identifying and meeting 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 the importance of promoting 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 needs of learners.

Unit title	Understanding roles, responsibilities and relationships in education and training (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

Unit title	Planning to meet the needs of learners in education and training	
Level	4	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
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.

Unit title	Planning to meet the needs of learners in education and training (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner 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.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

Unit title	Delivering education and training	
Level	4	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
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,

Unit title	Delivering education and training (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner 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 learner 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.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	24

Unit title	Assessing learners in education and training	
Level	4	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
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.
	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.

Unit title	Assessing learners in education and training (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	24

Unit title	Using resources for education and training	
Level	4	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
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.

Unit title	Using resources for education and training (continued)
Additional information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to use resources in the delivery of inclusive teaching and learning and to be able to evaluate that use. It covers expectations in relation to the minimum core in relation to using resources for inclusive teaching and learning.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	The learning outcomes must be assessed in a teaching and learning environment
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	12

Annex 1 Overview of the Education and Training qualifications

Level 3 Award in Education and Training (QCF) – 12 credits

3 mandatory credits Level 3	9 optional credits Level 3
No minimum teaching practice requirement, but there is a minimum microteaching requirement	

Level 4 Certificate in Education and Training (QCF) – 36 credits

21 mandatory credits Level 3 and 4	15 optional credits Level 3, 4 and 5
A minimum practice requirement of 30 hours teaching 3 assessed observations of teaching	

Level 5 Diploma in Education and Training (QCF) – 120 credits

75 mandatory credits Level 4 and 5	45 optional credits Level 4 and 5
A minimum practice requirement of 100 hours teaching 8 assessed observations of teaching	

Level 5 Diploma in Education and Training (QCF) including a specialist pathway – 120 credits²

75 mandatory credits Level 4 and 5	45 credits in one of: <ul style="list-style-type: none"> • English (Literacy) • English (ESOL) • English (Literacy and ESOL) • Mathematics (Numeracy) • Teaching Disabled Learners Level 5
A minimum practice requirement of 100 hours teaching, 50 of which must be in the specialist area 8 assessed observations of teaching, 4 in the specialist area	

² The English (Literacy and ESOL) pathway, covering two specialist areas, is 135 credits with 60 credits in the specialist pathway. It has different practice requirements.

Level 5 integrated specialist diplomas – 120 credits

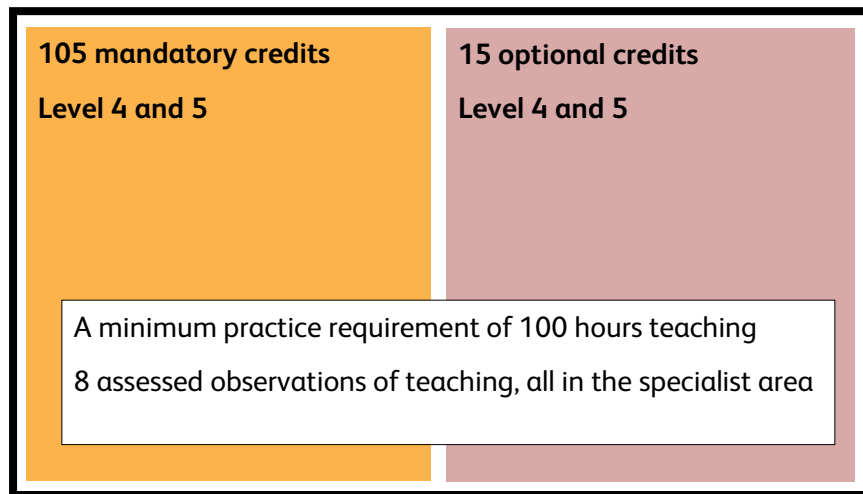
Level 5 Diploma in Education and Training (English: Literacy)

Level 5 Diploma in Education and Training (English: ESOL)

Level 5 Diploma in Education and Training (English: Literacy and ESOL)³

Level 5 Diploma in Education and Training (Mathematics: Numeracy)

Level 5 Diploma in Education and Training (Disabled Learners)



³ This qualification, covering two specialist areas, is 135 credits. All of the credits are mandatory. It has different practice requirements.

Level 5 standalone specialist diplomas – 45 credits

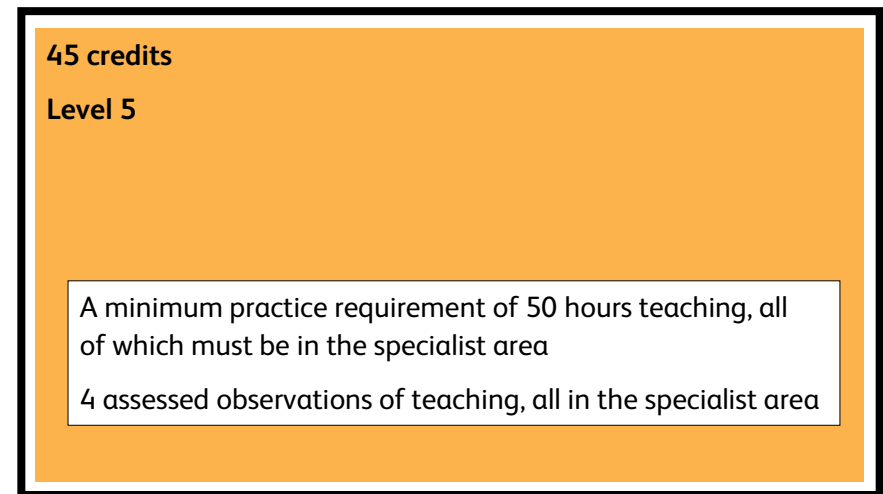
Level 5 Diploma in Teaching English: Literacy

Level 5 Diploma in Teaching English: ESOL

Level 5 Diploma in Teaching English: Literacy and ESOL⁴

Level 5 Diploma in Teaching Mathematics: Numeracy

Level 5 Diploma in Teaching Disabled Learners



⁴ This qualification, covering two specialist areas, is 60 credits. It has different practice requirements.

Annex 2 Summary of practice, including observed and assessed practice, requirements for the mandatory units

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Mandatory units			
Understanding roles, responsibilities and relationships in education and training Level 3 (Mandatory unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
Planning to meet the needs of learners in education and training Level 4 (Mandatory unit)	No	No	Although there is no requirement for practice for this unit, it may be possible to use evidence from assessed observations towards meeting some of the learning outcomes for this unit.
Delivering education and training Level 4 (Mandatory unit)	Yes	Yes	The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice. To be eligible for the award of credit for any one of the three units where practice is required, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.
Assessing learners in education and training Level 4 (Mandatory unit)	Yes	Yes	The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice. To be eligible for the award of credit for any one of the three units where practice is required, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.
Using resources for education and training Level 4	Yes	Yes	The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice.

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
(Mandatory unit)			To be eligible for the award of credit for any one of the three units where practice is required, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard of practice.

Annex 3 Assessment and quality assurance strategy for Learning and Development units

1 Quality assurance

A centre offering these qualifications must provide internal quality assurance to ensure that assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the awarding organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

Awarding organisations should apply appropriate risk-rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

2 Requirements for assessors

All those who assess these qualifications must:

- 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:
 - *Level 3 Award in Assessing Competence in the Work Environment (QCF)*; or
 - *Level 3 Certificate in Assessing Vocational Achievement (QCF)*; or
 - *A1 Assess candidate performance using a range of methods*; or
 - *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.

3 Requirements for internal quality assurance

All those who are involved with the quality assurance of these qualifications internally 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:
 - *Level 3 Award in Assessing Competence in the Work Environment (QCF)*; or
 - *Level 3 Certificate in Assessing Vocational Achievement (QCF)*; or
 - *A1 Assess candidate performance using a range of methods*; or
 - *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:
 - *Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF)*; or
 - *Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)*; or
 - *V1 Conduct internal quality assurance of the assessment process*; or
 - *D34 Internally verify the assessment process*; and
- show current evidence of continuing professional development in assessment and quality assurance.

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Company number 06454450

Registered charity number 1123636

March 2013