



## **Level 4 Certificate in**

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## **Education and Training**

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### **Specification**

**The following booklets accompany this specification:**

- **Optional Units of Assessment**
- **'Personal and Professional Practice File' (3PF)**

Ofqual Accreditation Number: 601/0307/3

Ofqual Accreditation Start Date: 01/08/2013

Ofqual Accreditation End Date: 31/05/2017

Ofqual Certification End Date: 31/05/2019

## ASCENTIS' MISSION STATEMENT

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### **'Building Partnerships to Advance and Accredit Lifelong Learning for All.'**

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#### **About Ascentis**

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

**Ascentis** is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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## LEVEL 4 CERTIFICATE IN EDUCATION AND TRAINING

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### Introduction

The Ascentis Level 4 Certificate in Education and Training is appropriate for teachers, tutors, trainers, lecturers and instructors who may be working within an FE college, Adult and Community Learning Centre or Learning Provider and for those delivering work-based training such as within voluntary, community, private and public organisations.

The certificate gives the candidate the underpinning knowledge, understanding and skills needed to confirm occupational competence. This includes the planning and delivering of schemes of work and sessions, negotiation of individual goals, different teaching and learning strategies, communication issues and exploring a range of assessment practices. Additionally optional units are available allowing the candidate to explore areas directly relevant to their own teaching role. Teaching practice is a requirement of the qualification.

There are several features of this qualification that make it very appropriate for its target learners:

- Ascentis-devised assessment strategy and tasks designed to cover all the assessment criteria within the mandatory units
- The assessment strategy, a combination of the Personal and Professional Practice File (3PF) and assessment tasks, is a distinctive and holistic approach to the assessment requirements of the qualifications and highly relevant to candidates working or intending to work within a wide range of learning environments in education and training
- Centre-devised assessment tasks are permissible provided they are approved by Ascentis before commencement of delivery
- Can be achieved by pre-service or in-service candidates, part-time or full-time.

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

### Aims

The aims of the qualification are to enable learners:

- 1 To understand the roles and responsibilities in relation to teaching
- 2 To understand appropriate teaching and learning approaches within the candidate's specialist area
- 3 To plan, deliver and evaluate teaching sessions
- 4 To understand the use of assessment methods and record-keeping

The purpose of this qualification in the QCF is to '**confirm occupational competence**' (D1).

### Target Group

This qualification is aimed at a range of learners, including:

- Pre-service and in-service candidates who need a teaching qualification to confirm occupational competence for their role as a teacher, trainer or tutor within an FE college, Adult and Community Learning Centre or Training Provider
- Candidates delivering work based training within voluntary, community, private and public organisations.

### Ofqual Qualification Accreditation Number

Level 4 Certificate in Education and Training: 601/0307/3

## Rationale for the Rules of Combination

To be awarded this qualification 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.

## Rules of Combination

Level 4 Certificate in Education and Training				
				<b>Minimum credits: 36</b>
				<b>Minimum credits at Level 4 or above: 21</b>
Group A - Mandatory units				
				<b>Credit (from Group A) Mandatory units: 21</b>
Title	Level	Credit Value	GLH	QCF Unit ref
Understanding roles, responsibilities and relationships in education and training	3	3	12	H/505/0053
Planning to meet the needs of learners in education and training	4	3	15	A/505/1189
Delivering education and training	4	6	24	M/505/0122
Assessing learners in education and training	4	6	24	F/505/0125
Using resources for education and training	4	3	15	L/505/0127
Group B – Optional Units				
				<b>Minimum credit (from Group B) Optional units: 15</b>
Action research	5	15	50	T/503/5380
Action learning to support development of subject specific pedagogy	5	15	50	M/503/5376
Assess occupational competence in the work environment (Learning and development unit)	3	6	30	H/601/5314
Assess vocational skills, knowledge and understanding (Learning and development unit)	3	6	30	F/601/5319
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	3	6	30	F/505/0187
Delivering employability skills	5	6	20	M/505/1089
Develop and prepare resources for learning and development (Learning and development unit)	4	6	25	A/502/9547
Develop learning and development programmes (Learning and development unit)	4	6	30	M/502/9545
Developing, using and organising resources within a specialist area	5	15	50	H/505/1090
Effective partnership working in the learning and teaching context	4	15	50	Y/503/5310
Engage learners in the learning and development process (Learning and development unit)	3	6	30	F/502/9551
Engage with employers to develop and support learning provision (Learning and development unit)	3	6	25	Y/502/9555

Engage with employers to facilitate workforce development (Learning and development unit)	4	6	30	D/502/9556
Equality and diversity	4	6	25	Y/503/5789
Evaluating learning programmes	4	3	15	K/505/1091
Identify individual learning and development needs (Learning and development unit)	3	3	24	K/502/9544
Identify the learning needs of organisations (Learning and development unit)	4	6	30	H/502/9543
Inclusive practice	4	15	50	L/503/5384
Internally assure the quality of assessment (Learning and development unit)	4	6	45	A/601/5321
Manage learning and development in groups (Learning and development unit)	4	6	30	A/502/9550
Preparing for the coaching role	4	3	15	J/505/0188
Preparing for the mentoring role	4	3	15	L/505/0189
Preparing for the personal tutoring role	4	3	15	T/505/1093
Principles and practice of lip reading teaching	4	12	48	L/504/0231
Specialist delivery techniques and activities	4	9	30	R/504/0229
Teaching in a specialist area	4	15	50	J/505/1096
Understanding the principles and practices of externally assuring the quality of assessment (Learning and development unit)	4	6	45	F/601/5322
Understanding the principles and practices of internally assuring the quality of assessment (Learning and development unit)	4	6	45	T/601/5320
Understanding and managing behaviours in a learning environment	4	6	20	Y/505/1099
Understanding and managing behaviours in a learning environment	5	6	20	L/505/1102
Working with the 14-19 age range in education and training	4	9	30	D/505/1105
Analysing English language for literacy and language teaching (Award in English for Literacy and Language Teaching unit)	3	3	15	J/503/4850
Reading skills for literacy and language teaching (Award in English for Literacy and Language Teaching unit)	3	3	15	R/503/4852
Speaking and listening skills for literacy and language teaching (Award in English for Literacy and Language Teaching unit)	3	3	15	D/503/4854
Writing skills for literacy and language teaching (Award in English for Literacy and Language Teaching unit)	3	3	15	K/503/4856
Using mathematics: academic subjects (Award in Mathematics for Numeracy Teaching unit)	3	6	30	T/503/4861

Using mathematics: personal and public life (Award in Mathematics for Numeracy Teaching unit)	3	6	30	A/503/4859
Using mathematics: professional and vocational contexts (Award in Mathematics for Numeracy Teaching unit)	3	6	30	F/503/4863
<b>Credits from equivalent Units:</b> Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
<b>Credits from exemptions:</b> Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				
<b>Barred combinations</b> Learners may not include the same unit at more than one level in any qualification.				
<b>QCF unit title</b>	<b>QCF reference</b>		<b>QCF unit title</b>	<b>QCF reference</b>
Understanding and managing behaviours in a learning environment	Y/505/1099	<b>May not be taken with</b>	Understanding and managing behaviours in a learning environment	L/505/1102

Unit certification is available for any unit.

#### Note:

If a candidate completes one of the following optional units, it **does not** give them a Level 3 qualification in English but the unit can count towards the Level 3 Award in English for Literacy and Language Teaching. If a candidate completes all the following units, please contact the Ascentis office regarding awarding of a Level 3 Award in English for Literacy and Language Teaching:

- Analysing English language for literacy and language teaching
- Reading skills for literacy and language teaching
- Speaking and listening skills for literacy and language teaching
- Writing skills for literacy and language teaching

If a candidate completes one of the following optional units, it **does not** give them a Level 3 qualification in Mathematics but the unit can count towards the Level 3 Award in Mathematics for Numeracy Teaching. If a candidate completes two of the following units, please contact the Ascentis office regarding awarding of a Level 3 Award in Mathematics for Numeracy Teaching:

- Using mathematics: academic subjects
- Using mathematics: personal and public life
- Using mathematics: professional and vocational contexts

#### Time Limit for the Process of Credit Accumulation or Exemptions

Credit accumulation can be within the life span of the qualification.

#### Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is a minimum of 140. The maximum guided learning hours will be determined by the optional units selected.

#### Links to other qualifications in the Education and Training suite

Candidates are not required to have achieved a Level 3 or Level 4 Preparing to Teach in the Lifelong Learning Sector or a Level 3 Award in Education and Training before undertaking a Level 4 Certificate 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. For those candidates who have achieved this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

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. Candidates should not be expected to present further evidence other than that required to demonstrate that their learning is at Level 4.

### **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)

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 in education and training (Level 4).

### **Recommended Prior Knowledge, Attainment and/or Experience**

As part of the selection process for entry onto this qualification programme all potential candidates should be interviewed and undertake an initial assessment of their skills in English, mathematics and ICT. All candidates should record their development needs and, where applicable, agree an action plan to address them. If candidates join the qualification programme having already completed a Level 3 PTLLS or a Level 3 Award in Education and Training, their record of development needs and previous action to address them should be reviewed. Opportunities to continue to develop these personal skills should be made available across the mandatory units.

Centres need to ensure that candidates are selected for suitability on the course establishing that they meet the following minimum criteria:

- Can read and communicate clearly and accurately enough to meet the requirements of their training
- Do not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults
- Hold a relevant vocational and/or academic qualification of at least the level above that of their learners and ideally a minimum Level 3 qualification in his/her own area of specialism



## Age Range of Qualification

This qualification is listed as appropriate for learners of 19+.

## Opportunities for progression

Candidates who have achieved the Level 4 Certificate in Education and Training could progress onto one of the following qualifications:

- Level 5 Diploma in Education and Training
- Level 5 Diploma in Education and Training (including teaching English: ESOL)
- Level 5 Diploma in Education and Training (including teaching English: Literacy)
- Level 5 Diploma in Education and Training (including teaching English: Literacy and ESOL)
- Level 5 Diploma in Education and Training (including teaching Mathematics: Numeracy)
- Level 5 Diploma in Education and Training (including teaching Disabled Learners)
- Level 5 Diploma in Teaching English: Literacy
- Level 5 Diploma in Teaching English: Literacy and ESOL
- Level 5 Diploma in Teaching English: ESOL
- Level 5 Diploma in Teaching Mathematics: Numeracy
- Level 5 Diploma in Teaching Disabled Learners.

## Mapping/Relationship to National Occupational Standards

The units of assessment for this Award were written by LSIS and are based on the professional standards for teachers, tutors and trainers in the Lifelong Learning Sector.

## Resources to support the Delivery of the Qualification

These are outlined in Appendix 7.

## Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Registration

All learners must normally be registered within seven weeks of commencement of a course via Rhombus (the Ascentis learner registration portal), contact the Accreditation Unit, [accreditation@ascentis.co.uk](mailto:accreditation@ascentis.co.uk) for the 'Rhombus Step by Step Guide'.

## Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English language. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

## **Reasonable Adjustments and Special Considerations**

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement, for candidates with particular requirements reasonable adjustments may be made in order that candidates can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any candidate suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Key Information/Policies area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## **Enquiries and Appeals Procedure**

Ascentis has an appeals procedure in accordance with the regulatory arrangements for the General Conditions of Recognition (Ofqual, 2012). Full details of this procedure, including how to make an application, are available from the Key Information/Policies area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## **ASSESSMENT AND VERIFICATION ARRANGEMENTS**

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### **Assessment**

#### **Internal Assessment**

To achieve the Level 4 Certificate in Education and Training evidence of achievement of all the assessment criteria must be demonstrated, together with at least 30 hours of teaching practice, of which there must be at least 3 observations totalling a minimum of 3 hours. Any single observation must be a minimum of 30 minutes.

Part of the Ascentis-devised assessment strategy is the Personal and Professional Practice File (3PF), detailed in a separate booklet. This is a dynamic document that encourages a holistic approach to the Certificate programme and develops incrementally as the candidate progresses through the Certificate programme. In addition assessment tasks are provided that supplement the 3PF to ensure coverage of all the mandatory units of the qualifications. The 3PF and the assessment tasks are designed to meet the needs of candidates working or intending to work within a wide range of learning environments within the Lifelong Learning Sector. Centre-devised assessment tasks are required for the optional units of the qualifications and can be devised for the mandatory units if there is a rationale for moving away from the Ascentis devised assessment strategy. These will need to be approved by Ascentis prior to delivery.

The 3PF and all assessment tasks should be internally verified within the centre. Ascentis will arrange external verification at a time convenient to the centre, and certification is available throughout the year.

#### **Note:**

**The 3PF Booklet will be made available via the Ascentis on-line portal Rhombus, once learners have been registered against the qualification.**

#### **Completion of the 3PF and assessment tasks**

Candidates need to complete the 3PF which covers all the mandatory units and the appropriate assessment tasks for each unit according to the rules of combination, in order to achieve the certificate. The 3PF and assessment tasks are marked within the centre by an assessor who may or may not be the tutor delivering the course. Tutors/assessors should consider whether all the assessment criteria that the 3PF/assessment tasks covers have been met. All assessment criteria across the units being taken must be achieved in order to gain the certificate.

The tutor/assessor must be confident that the work is the candidate's own work. For example, this can be ensured by completion of at least part of an assessment task within a supervised classroom environment. The summary sheet which includes a statement on authentication should be signed by both the candidate and assessor. The summary sheet is found in Appendix 1.

If candidates fail to meet the required standard for any of the assessment tasks, after re-drafting and re-submitting up to three times, further support will need to be provided by the tutor and mentor in order that they are able work towards the standard. Individual Learning Plans may need to be reviewed in order that support for the candidate is identified and provided.

#### **Generic Criteria**

All candidates' evidence needs to demonstrate that they have met the generic criteria for each unit as well as covering the appropriate assessment criteria within the unit.

Generic criteria and QCF level descriptors can be found in Appendix 3.

#### **Practice Requirements**

In order to successfully achieve the Certificate, candidates must complete 30 hours of teaching practice of which there must be a minimum of 3 observations totalling a minimum of 3 hours. Any single observation session must be of a minimum of 30 minutes. There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken which specify that purpose. There is no requirement for observation to be carried out by a subject specialist tutor,

although it is strongly recommended that at least one observation is conducted by a specialist subject mentor. This excludes any observed practice completed as part of the Level 3 Award in Education and Training.

Appendix 2 summarises the practice requirements for the qualification's mandatory units. The practice requirements for the optional units are detailed in the separate optional units of assessment booklet. The three observations must be linked to the following mandatory units:

- Delivering education and training
- Assessing learners in education and training
- Using resources for education and training

To be eligible for the award of credit for any one of the above three units, a candidate 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 candidate must be able to provide evidence of a minimum of three assessed observations of practice that meet the required standard of practice.

Observed teaching practice should take place at regular intervals throughout the course to allow time for candidate reflection and development. A proforma is provided for the observed teaching report in Appendix 5.

It is recommended that any assessed observations of practice demonstrating the characteristics of inadequate practice (grade 4) identified in Appendix 4 should not be included in the total number of assessed observations of practice required for the qualification. However, these observations should be recorded and detailed feedback provided to the trainee teacher.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in Appendix 4 be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor the trainee teachers' progress towards meeting developmental points and achieving a good standard of practice (grade 2) by the end of their programme. A tracking document is available to download from the website [www.ascentis.co.uk](http://www.ascentis.co.uk)

Ascentis recommends that **at least one hour** of observed and assessed practice in observations linked to the mandatory units should demonstrate grade 2 characteristics.

In the case of candidates who are already teaching, their own classes may be used for teaching practice. For other candidates, teaching practice may be individually arranged in appropriate, existing classes. Any appropriate location for teaching practice will allow a trainee teacher to meet the requirements of the standards. However there are particular requirements for certain units which are detailed below. Centres should ensure that teaching practice placements enable candidates to meet the requirements of the programme in relation to teaching hours, number of observations and assignments. Centres should also ensure that candidates are supported by appropriately qualified staff whilst on placement. The support could be provided by the core delivery team or by a mentor, who must also meet the criteria for staff as specified in the section on centre staffing above.

Initial teacher training providers should ensure that trainee teachers have access to as many of the following elements within their teaching practice as possible:

- A number of teaching practice locations/settings/contexts
- Teaching across more than one level
- Teaching a variety of learners
- Experience of non-teaching roles
- Gaining subject specialist knowledge through workplace mentoring

If the candidate does not complete the required 30 hours of teaching practice within the duration of the course, the opportunity to make up the required number of hours should be provided by an agreed deadline. In these circumstances, the award of the certificate will be withheld until the teaching practice hours are completed.

Centres will need to ensure that evidence of completion of the required amount of teaching practice is available at external verification.

**For the following units there is no requirement to undertake teaching practice or to observe and assess practice:**

- Understanding roles, responsibilities and relationships in education and training (Level 3)
- Planning to meet the needs of learners in education and training (Level 4)

There are additional observed and assessed practice requirements for some of the optional units taken from the education and training suite. These requirements are in addition to the practice requirements identified above for the mandatory units and are summarised in the separate optional units of assessment booklet.

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 these units.

The practice, including observed and assessed practice, requirements for all units are summarised in Appendix 2.

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

Candidates 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.

### **Centre-devised Assessment Tasks**

Centre-devised assessment tasks are required for the optional units of the qualifications and can be devised for the mandatory units if there is a rationale for moving away from the Ascentis devised assessment strategy.

Centre devised assessment tasks must cover all the learning outcomes and assessment criteria within the unit. They will need to be approved by Ascentis prior to delivery. They should be submitted on the pro-forma in Appendix 8, and must include mapping of the tasks to the assessment criteria.

### **Verification**

#### **Internal Verification**

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal verification of this programme will be co-ordinated by a named co-ordinator at each centre, who will liaise with Ascentis. The co-ordinator may also act as the internal verifier. Internal verification will be carried out through standardisation activities including the internal verification of portfolios evidence across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Verifiers to ensure that assessors' decisions are sampled and monitored throughout the qualification to ensure consistency and fairness. Internal Verifiers are also responsible for supporting assessors by offering advice and guidance. Further information is available from the Key Information/Policies area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

Ascentis External Verifiers will confirm the Internal Verification activities at their visit.

#### **External Verification**

Accredited centres will normally be visited twice a year for external verification although more frequent verifications can be requested from Ascentis, for which there is usually an additional charge. The focus of the external verification visits will include:

- Verification of a sample of the learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with standards across other centres
- Confirmation of coverage of all the assessment criteria required for each unit and the rules of combination required for the full award/certificate/diploma.
- Staff development, including guidance and support for all assessors and internal verifiers

### **Knowledge, Understanding and Skills required of Assessors and Internal Verifiers**

All those delivering units and/or observing and assessing practice for the Level 3 Award in Education and Training should have all of the following:

- a teaching qualification (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);
- evidence of relevant teaching experience in an education and 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.

All those who assess these units must:

- already hold the unit they are assessing (or a recognised equivalent)
- 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 candidates using differing sources of evidence; and
- Show current evidence of continuing professional development in assessment and quality assurance.

Internal Verifiers need to be competent assessors with knowledge of the internal verification process. Training is available from Ascentis for any one new to this role.

### **There are additional requirements for those who deliver and assess the following units;**

- Analysing English language for literacy language teaching
- Reading skills for literacy and language teaching
- Speaking and listening skills for literacy and language teaching
- Writing skills for literacy and language teaching

#### **They must:**

- Have English language skills at Level 4 or above

### **There are additional requirements for those who deliver and assess the following units;**

- Using mathematics: academic subject
- Using mathematics: personal and public life
- Using mathematics: professional and vocational contexts

#### **They must:**

- Have Numeracy skills at Level 4 or above

**Centre staffing will be checked as part of the centre approval process, which will ask for copies of CV's and teaching certificates.**

# UNIT SPECIFICATIONS

## Assessing learners in education and training

**Credit Value of Unit: 6**

**GLH of Unit: 24**

**Level of Unit: 4**

### Introduction

The purpose of this 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.

Learning Outcomes	Assessment Criteria	3PF
The learner will	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	PDE
	1.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners	PDE
	1.3 Use types and methods of assessment to meet the individual needs of learners	OR/PDE
	1.4 Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning	PDE
	1.5 Use questioning and feedback to contribute to the assessment process	OR/PDE
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	PDE
	2.2 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current	PDE
	2.3 Conduct assessments in line with internal and external requirements	PDE
	2.4 Record the outcomes of assessments to meet internal and external requirements	PDE
	2.5 Communicate assessment information to other professionals with an interest in learner achievement	PDE
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	PDE
	3.2 Apply minimum core elements in assessing learners	PDE
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	PDE
	4.2 Identify areas for improvement in own assessment practice	RJ

## Indicative Content

- Types of assessment: e.g. initial, diagnostic, formative, summative
- Assessment methods: e.g. question and answer, discussion, multiple choice questions, short answer questions, essays, projects, coursework, examinations, practical activities, role play, simulation, worksheets, observation of tasks and participation/interaction against external specifications and criteria
- Role of peer and self-assessment: e.g. uses, benefits and limitations, contribution to effective teaching and learning
- Purposes of different types of assessment: e.g. identifying existing level, identifying prior knowledge and skills, identifying individual learning goals and needs, measuring/ recognising progress and achievement, comparing learners, motivating learners, informing evaluation of teaching and learning, planning teaching and learning
- Strengths and limitations of types and methods of assessment in relation to individual and group learning needs and other requirements such as those of employers, awarding bodies,
- Role of questioning and feedback in assessment: e.g. effective questioning techniques, constructive feedback (identifying strengths and areas for development, focussing on specifics, timing of feedback, opportunities for learners to ask questions), peer assessment using questioning
- Key concepts in assessment: e.g. validity, reliability, sufficiency, authenticity, currency, fairness, objectivity, discrimination, safety
- Effect of learning environments upon the assessment and feedback process: e.g. health and safety, layout of room (confidentiality), physical comfort (heating, lighting, noise levels) psychological comfort (valuing and respecting individuals)
- Assessment requirements and procedures for learning programmes: e.g. assessment objectives, assessment strategy, assignments/tasks, examination and invigilation procedures, internal moderation/verification, external moderation/verification, liaison with awarding organisations, subject specific guidelines and requirements
- Some analysis of the above assessment types, methods, concepts, requirements, procedures etc.
- Equality and diversity issues for the assessment of learning e.g. Equality Act 2010, Special Educational Needs and Disability Act 2001, culture-fair assessment, reasonable adjustments, learner and learning support services, entitlement and procedures,
- Recording systems and procedures: e.g. documentation, involving learners, flow of information, software packages, RARPA
- Communicating information to other relevant parties: e.g. personal tutor, learning support team, functional skills team, awarding organisation, funding bodies, employers, confidentiality and data protection
- The teacher's contractual obligations relating to assessment: e.g. conducting assessments in line with internal and external processes and requirements, maintaining appropriate records of the outcomes of assessment, confidentiality
- Minimum core: how minimum core elements can be integrated and applied when assessing learners: personal social and cultural factors influencing language, literacy, numeracy and ICT learning and development and explicit knowledge of language, the four skills of speaking, listening, reading and writing, numeracy communication and processes, and ICT
- Some evaluation of the above issues, systems, procedures, obligations, elements etc.
- Evaluation of practice: personal reflection on own assessment practice, identifying strengths and areas for improvement in own assessment practice, methods of evaluation, obtaining and using feedback from others to improve own practice, the importance of learner feedback, peer feedback, external feedback, manager feedback
- Establish ways to improve own assessment practice, including involving further study plans, discussion with colleagues etc.



# UNIT SPECIFICATIONS

## Delivering education and training

Credit Value of Unit: 6

GLH of Unit: 24

Level of Unit: 4

### Introduction

The purpose of this unit is to enable the learner to use inclusive learning and teaching 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 learning and teaching and covers expectations in relation to the minimum core in delivering inclusive learning and teaching.

Learning Outcomes	Assessment Criteria	3PF
The learner will	The learner can	
1 Be able to use inclusive learning and teaching 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	PDE
	1.2 Create an inclusive teaching and learning environment	PDE
	1.3 Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements	PDE
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	PDE
	2.2 Use communication methods and media to meet individual learner needs	PDE
	2.3 Communicate with other learning professionals to meet individual learner needs and encourage progression	TRL
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	RR
	3.2 Use technologies to enhance teaching and meet individual learner needs	RR/RJ
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	RR/RJ
	4.2 Apply minimum core elements in delivering inclusive teaching and learning	PDE
5 Be able to evaluate own practice in delivering inclusive learning and teaching	5.1 Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others	RJ
	5.2 Identify areas for improvement in own practice in meeting the individual needs of learners	RJ

## Indicative Content

- Inclusive learning and teaching environments: e.g. ground rules/learning contracts, promoting learner participation, maintaining interest and motivation, impact of different learning preferences/styles, learner and learning support, trust and mutual respect, confidentiality, , challenging inappropriate behaviour, health and safety, layout of room, physical comfort (heating, lighting, noise levels.)
- Inclusive learning and teaching activities: e.g. pair work, small group work, whole group discussion, question and answer, role play, simulations, presentations, demonstrations, snowball, jigsaw (Geoff Petty) active learning approaches. All planned to meet the demands of the curriculum. Planning and delivery to meet internal and external requirements e.g. Ofsted guidelines.
- Differentiation: e.g. ways to differentiate (differentiation by outcome, level/ability and by method for different learning preferences/styles (visual / auditory / kinaesthetic, pragmatist / activist / theorist / reflector), (assertive questioning, buzz groups: assertive style, learners creating handouts, leaflets or posters, individualised writing task for learners, worksheets, formative quizzes and tests, experiment/practical 'discovery style', learners explaining tasks, learner presentations, guided discovery), teacher questions with wait time, paired learner practice, peer checking, teacher led whole class discussion, learners carrying out research
- Opportunities for learners to practice their literacy, language, numeracy and ICT skills e.g. ways in which literacy, language, numeracy and ICT can be embedded in learning programmes, literacy, language, numeracy and ICT demands of learning programmes, advising learners on obtaining appropriate resources: e.g. learning resource centre, internet, language / literacy / numeracy workshops
- Relevant legislation: e.g. Equality Act 2010, Special Educational Needs and Disability Act 2001, Health and Safety at Work Act 1974
- Communication: e.g. how to put learners at ease, types of communication: written, verbal, non-verbal (body language, facial expressions, gesture), active listening techniques, potential impact of cultural differences, how to avoid bias. groups, one-to-one, effective communication: e.g. clear and concise information, clear expression of ideas, listening and responding to learners, questioning techniques, managing discussion, types and role of communication media including technology,
- Communicating with other professionals: ways to liaise effectively with other learning professionals, working with others to devise progression routes, referring learners to others for support using internal and external guidelines
- Effective feedback: e.g. identifying strengths and areas for development, focussing on specifics, timing of feedback, mode of feedback – oral, written, 1:1, whole group
- Explore the Use of technology: e.g. types (interactive whiteboard/smartboard, PowerPoint, internet, e-mail, moodle/blackboard, CD, mobile phone, digital camera, video camera, TV, radio, subject specialist software such as monitoring equipment, assistive/inclusive learning technologies), identify the benefits and limitations of using technology. Analyse the effectiveness of technology in enhancing learning and teaching.
- Minimum Core: how minimum core elements can be integrated and applied when delivering lifelong learning: personal social and cultural factors influencing language, literacy, numeracy and ICT learning and development and explicit knowledge of language, the four skills of speaking, listening, reading and writing, numeracy communication and processes, and ICT
- Evaluation of practice: personal reflection on own practice in delivering inclusive learning and teaching, identifying strengths and areas for improvement in using learning and teaching approaches and in communication, methods of evaluation, obtaining and using feedback from others to improve own practice, the importance of learner feedback, peer feedback, external feedback, manager feedback. Review of the actions possible after self-evaluation.

# UNIT SPECIFICATIONS

## Planning to meet the needs of learners in education and training

**Credit Value of Unit: 3**

**GLH of Unit: 15**

**Level of Unit: 4**

### Introduction

The purpose of this unit is to enable the learner to agree individual learning goals with their learners, to plan inclusive learning and teaching approaches in accordance with internal processes and external requirements and to evaluate their own practice in planning learning and teaching. It covers expectations in relation to the minimum core in planning inclusive learning and teaching.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>3PF</b>
The learner will	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	PDE
	1.2 Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners	OR
	1.3 Record learners' individual learning goals	OR/PDE
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	OR/PDE
	2.2 Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements	OR/PDE
	2.3 Explain how own planning meets the individual needs of learners	PDE/RJ
	2.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners	OR
	2.5 Identify opportunities for learners to provide feedback to inform inclusive practice	PDE
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	PDE
	3.2 Apply minimum core elements in planning inclusive teaching and learning	PDE
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	RJ
	4.2 Identify areas for improvement in own planning to meet the individual needs of learners	RJ

## Indicative Content

- Initial and diagnostic assessment: e.g. role of initial and diagnostic assessment in agreeing individual learning goals, assessment tools and methodologies, questioning techniques, ways of negotiating learning goals, ways of collecting and recording information on learning goals and individual needs; internal requirements for recording information, strengths and limitations of types and methods of assessment in relation to individual and group learning needs, use of individual learning plans
- Analyse the contribution of each aspect
- Inclusive learning; key features of inclusive learning, liaising with parties offering curriculum support: e.g. learning and resource centre, learning support, learner support., Language / Literacy / Numeracy / Functional Skills staff, differentiation, planning to meet inclusivity and celebrate diversity
- Equality and diversity issues and relevant legislation: e.g. Equality Act 2010, Special Educational Needs and Disability Act 2001
- Curriculum requirements: e.g. academic, vocational, technical, practical, language / literacy / numeracy / functional skills, awarding / professional body regulations, qualification specifications, health and safety
- Planning to meet internal processes and external requirements such as internal quality procedures and external guidance
- Ensure that candidates who are selected for the course meet the following minimum criteria. Models of setting learning objectives/outcomes
- Schemes of work: content - e.g. topics, aims, objectives and outcomes, teaching and assessment methods, resources
- Session plans: content - e.g. teaching and learning strategies, tutor activities, learner activities, assessment methods, resources, timings, strategies for differentiation, language / literacy / numeracy / functional skills integration, use of ICT/ILT, health and safety issues, equality and diversity issues, ECM
- Ways of adapting session plans to meet individual learning needs e.g. differentiation by outcome, level/ability and by method for different learning preferences/styles (visual / auditory / kinaesthetic, pragmatist / activist / theorist / reflector), learning difficulties and/or disabilities
- Reflection on the ways in which the needs of all learners are met
- Teaching methods e.g. pair work, small group work, whole group discussion, question and answer, role play, simulations, presentations, demonstrations, snowball, jigsaw (Geoff Petty) instruction, coaching, active learning methods etc.
- Learner feedback: opportunities for learners to provide feedback, how to create opportunities for learners to provide feedback to peers and teacher, use of appropriate language for feedback, non-verbal forms of feedback
- Minimum Core: how minimum core elements can be integrated and applied when planning inclusive learning and teaching: personal social and cultural factors influencing language, literacy, numeracy and ICT learning and development and explicit knowledge of language, the four skills of speaking, listening, reading and writing, numeracy communication and processes, and ICT
- Evaluation of practice: personal reflection on own practice in planning to meet the needs of learners, identifying strengths and areas for improvement, methods of evaluation, obtaining and using feedback from others to improve own practice, the importance of learner feedback, peer feedback, external feedback, manager feedback, plan to improve own practice

# UNIT SPECIFICATIONS

## Understanding roles, responsibilities and relationships in education and training

**Credit Value of Unit: 3**

**GLH of Unit: 12**

**Level of Unit: 3**

### Introduction

The purpose of this 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. It includes responsibility for maintaining a safe and supportive learning environment for learners.

Learning Outcomes	Assessment Criteria	3PF
The learner will	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	TRL
	1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	TRL
	1.3 Explain ways to promote equality and value diversity	TRL
	1.4 Explain the importance of identifying and meeting individual learner needs	TRL
2 Understand ways to maintain a safe and supportive learning environment	2.1 Explain ways to maintain a safe and supportive learning environment	TRL
	2.2 Explain the importance of promoting appropriate behaviour and respect for others	TRL
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	TRL
	3.2 Explain the boundaries between the teaching role and other professional roles	TRL
	3.3 Describe points of referral to meet the needs of learners	TRL

## Indicative Content

- What it means to be a teacher in education and training including the importance of context and how this influences the functions of a teacher
- Working with 14-16 year olds; 16-19 year olds and 19+ learners
- Relevant legislation and how this impacts on the role of the teacher and the experience of the learner in the classroom
- Understanding the Overarching Professional Standards for teachers, tutors, trainers in education and training
- Teacher responsibilities in relation to equality and diversity
- The range and roles of professionals involved in teaching and supporting learners and referring learners for support
- Working within professional boundaries as a teacher
- Maintaining professional relationships with colleagues involved in teaching and supporting learning
- Recognising the Functional Skills of Literacy, language and numeracy (LLN) learners need to succeed on their programme of learning and identifying ways of supporting learners to develop these skills, **e.g. embedding LLN into vocational programmes**
- Understanding your role in identifying and meeting learners' needs
- Managing the physical, social and learning environment to promote and encourage individual and group learning in a safe and secure setting

### ICT Focus

- Explore and show awareness of different pathways and methods of communication using ICT within an educational context i.e. MSN, Facebook, email, consider professional boundaries.
- Student teachers to set up professional email accounts and consider the impact this method of communication can have on roles and responsibilities both as a teacher and a student
- Use email or blog to create a professional reflective journal
- Discuss and consider safeguarding issues relating to online practice
- Locate internet policy within own work place recognising the need to maintain and update policies as an on-going process

Possible resources to support the above could include: Hotmail, Gmail, Yahoo, eblogger, BlogSpot, blogster, Child Net <http://www.childnet-int.org/> Child Exploitation and Protection Center <http://ceop.police.uk/>

Note: Fast browsers will help when using and working with the internet, these may include – Firefox, Safari, Google Chrome, Opera Browser

# UNIT SPECIFICATIONS

## Using resources for education and training

**Credit Value of Unit: 3**

**GLH of Unit: 15**

**Level of Unit: 4**

### Introduction

The purpose of this 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 learning and teaching.

Learning Outcomes	Assessment Criteria	3PF
The learner will	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	RR
	1.2 Use resources to promote equality, value diversity and meet the individual needs of learners	RR/OR
	1.3 Adapt resources to meet the individual needs of learners	RR/OR
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	RR
	2.2 Apply minimum core elements when using resources for inclusive teaching and learning	OR
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	RR
	3.2 Identify areas for improvement in own use of resources to meet the individual needs of learners	RR

## Indicative Content

- Ways to use resources to promote equality and value diversity: e.g. images of people (age, disability, sex, race, religion and beliefs, families with same sex and different sex parents), images of and/or real objects, artefacts, food and drink from different cultures, films, TV and radio programmes, music and printed materials from and about different cultures and their customs and practices, use of assistive and inclusive learning technologies, use of language
- Benefits and limitations of resources: e.g. suitability for meeting individual learning needs (prior knowledge and skills, specific needs in relation to learning difficulties and / or disabilities, literacy / language / numeracy needs), learning preferences and styles (visual / auditory / kinaesthetic, pragmatist / activist / theorist / reflector), effect / appeal, currency, ease of access, ease and flexibility of use, cost, readability), familiarity and accessibility
- Review of the above aspects of the use of resources
- Inclusive learning and teaching resources and materials: e.g. real objects, interactive whiteboard/smartboard, power point, internet, e-mail, moodle/blackboard and other VLEs, CD, mobile phone, digital camera, video camera, TV, radio, subject specialist software, assistive/inclusive learning technologies, models, handouts, worksheets, textbooks, journals, magazines, leaflets, posters drawn from a wide variety of sources
- Adaptation of resources: e.g. meeting individual learning needs (prior knowledge and skills, specific needs in relation to learning difficulties and / or disabilities, literacy / language / numeracy needs), learning preferences and styles (visual / auditory / kinaesthetic, pragmatist / activist / theorist / reflector and other models), simplifying content, adding to content, changing presentation (use of colour, graphics, animation, font type, font size, font colour, background colour, shading, highlighting, page layout), preparing for on-line use, specialist help available to support adapting resources
- Implications for resources of different delivery models: e.g. face-to face (large groups, small groups, one-to-one, workshops), blended learning, distance and on-line learning
- Minimum Core: how minimum core elements can be integrated and applied when using resources in the delivery of inclusive learning and teaching: personal social and cultural factors influencing language, literacy, numeracy and ICT learning and development and explicit knowledge of language, the four skills of speaking, listening, reading and writing, numeracy communication and processes, and ICT
- Review how the above resources are integrated.
- Evaluation of practice: personal reflection on own practice in using resources in the delivery of inclusive learning and teaching, identifying strengths and areas for improvement in using resources to meet the needs of all learners, obtaining and using feedback from others to improve own practice, the importance of learner feedback, peer feedback, external feedback, manager feedback, plan to improve own practice
- Analyse the effectiveness of the plan



Summary Record of Achievement

Learner Name \_\_\_\_\_

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understanding roles, responsibilities and relationships in education and training	3	3			
Planning to meet the needs of learners in education and training	4	3			
Delivering education and training	4	6			
Assessing learners in education and training	4	6			
Using resources for education and training	4	3			
Action research	5	15			
Action learning to support development of subject specific pedagogy	5	15			
Assess occupational competence in the work environment	3	6			
Assess vocational skills, knowledge and understanding	3	6			
Assessment and support for the recognition of prior learning through the accreditation of learning outcomes (APL)	3	6			
Delivering employability skills	5	6			
Develop and prepare resources for learning and development	4	6			

Develop learning and development programmes	4	6			
Developing, using and organising resources within the education and training	5	15			
Engage learners in the learning and development process	3	6			
Engage with employers to develop and support learning provision	3	6			
Engage with employers to facilitate workforce development	4	6			
Equality and diversity	4	6			
Evaluating learning programmes	4	3			
Identify individual learning and development needs	3	3			
Identify the learning needs of organisations	4	6			
Inclusive practice	4	15			
Internally assure the quality of assessment	4	6			
Manage learning and development in groups	4	6			
Preparing for the coaching role	4	3			
Preparing for the mentoring role	4	3			
Preparing for the personal tutoring role	4	3			
Principles and practice of lip reading teaching	4	12			
Specialist delivery techniques and activities	4	9			
Teaching in a specialist area	4	15			
Tutoring and course leadership in education and teaching	5	15			
Understanding the principles and practices of externally assuring the quality of assessment	4	6			

Understanding the principles and practices of internally assuring the quality of assessment	4	6			
Understanding and managing behaviours in a learning environment	4	6			
Understanding and managing behaviours in a learning environment	5	15			
Working with the 14-19 age range in the learning environment	4	9			
Working with the 14-19 age range in the learning environment	5	15			
Analysing English language for literacy and language teaching	3	3			
Reading skills for literacy and language teaching	3	3			
Speaking and listening skills for literacy and language teaching	3	3			
Writing skills for literacy and language teaching	3	3			
Using mathematics: academic subjects	3	6			
Using mathematics: personal and public life	3	6			
Using mathematics: professional and vocational contexts	3	6			

Minimum Credit Value of Qualification \_\_\_\_\_

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_

**Summary of Practice Requirements for the Mandatory Units**

<b>Unit</b>	<b>Practice requirement</b>	<b>Observation and assessment of practice requirement</b>	<b>Notes on requirements</b>
<b>Understanding roles, responsibilities and relationships in education and training</b> Level 3	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
<b>Planning to meet the needs of learners in education and training</b> Level 4	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.
<b>Delivering education and training</b> 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. 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.
<b>Assessing learners in education and training</b> 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. 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.
<b>Using resources for education and training</b> 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.

## APPENDIX 3

### Level 4 Descriptors

QCF level descriptor extract Level 4				
Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
4	Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.	Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine. Analyse, interpret and evaluate relevant information and ideas. Be aware of the nature and approximate scope of the area of study or work. Have an informed awareness of different perspectives or approaches within the area of study of work.	Address problems that are complex and non-routine while normally fairly well defined. Identify, adapt and use appropriate methods and skills. Initiate and use appropriate investigation to inform actions. Review the effectiveness and appropriateness of methods, actions and results.	Take responsibility for courses of action, including, where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad but generally well-defined parameters.

QCA (2007) *Level Descriptors for positioning units in the Qualifications and Credit Framework tests and trials* (Version 2) London. QCA

Level 4 descriptors
<p><b>By the end of the programme, candidates will be able to demonstrate:</b></p> <p>The relationship between theory and practice</p> <p>Evaluation of key concepts and principles in their area of study</p> <p>Application of their knowledge and understanding of key concepts and principles to personal and professional practice</p> <p>Evidence of reading and research</p> <p>Concise, precise academic writing showing evidence of planning</p> <p>Clear formulation of ideas and arguments</p> <p>Utilisation of the Harvard bibliographical referencing system</p> <p>Effective communication of information and arguments to a range of audiences</p> <p>Accurate use of grammar, punctuation and spelling</p> <p>Analysis of and reflection on concepts and evidence to support a particular point of view</p> <p>Evidence of commitment to working within a professional value base</p>

## Observation Grading Characteristics

### Standards of practice required of trainee teachers in assessed observations

*The Initial Teacher Education (ITE) inspection handbook (Ofsted, 2012)* states that, for outcomes for trainee teachers to be judged as at a good level, their teaching should be predominately good, with examples of outstanding teaching. When making judgements about trainee teachers' practice, inspectors often use as, a point of reference, the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the *Handbook for the inspection of further education and skills (Ofsted, 2012)*.

### Grading Characteristics

#### Outstanding (grade 1)

- Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning sessions that may take place in a variety of locations, such as the classroom, workplace or wider community.
- All staff are highly adept at working with and developing skills and knowledge in learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.

Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.

- Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work.
- Appropriate and regular coursework contributes very well to learners' progress. High quality learning materials and resources including information and communication technology (ICT) are available and are used by staff and learners during and between learning and assessment sessions.
- Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest.
- The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.
- Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning progression.

#### Good (grade 2)

- Teaching, learning and assessment are predominantly good, with examples of outstanding teaching. All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.
- Staff have high expectations of all learners. Staff in most curriculum and learning programme areas use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.
- Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities. Staff listen perceptively to, carefully observe, and skilfully question learners during learning sessions. Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills. Good use of resources including (ICT) and regular coursework contribute well to learners' progress.
- Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.
- The teaching of English, mathematics and functional skills is generally good. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.
- Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.

### **Requires improvement (grade 3)**

- Teaching, learning and assessment require improvement and are not yet good. They result in most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.

There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners. Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most learners to work hard and achieve satisfactorily, and encourage them to make progress.

- Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.
- Staff monitor learners' work during learning sessions, set appropriate tasks and are capable of adjusting their plans to support learning. These adaptations are usually successful but occasionally are not timely or relevant, and this slows learning for some learners.
- Teaching strategies ensure that learners' individual needs are usually met. Staff deploy available additional support carefully, use available resources well and set appropriate coursework for learners.
- Learners are informed about the progress they are making and how to improve further through marking and dialogue with staff that is usually timely and encouraging. This approach ensures that most learners want to work hard and improve.

- The teaching of English, mathematics and functional skills is satisfactory overall.
- The promotion of equality and support for diversity in teaching and learning are satisfactory.
- Advice, guidance and support help to motivate learners to succeed in their learning and progress.

#### **Inadequate (grade 4)**

- Teaching, learning and assessment are likely to be inadequate where any of the following apply.
- As a result of weak teaching, learning and assessment over time, learners or groups of learners are making inadequate progress and have been unsuccessful in attaining their learning goals.
- Staff do not have sufficiently high expectations and, over time, teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.
- Staff lack expertise and the ability to promote learning.
- Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress.
- Teaching of English, mathematics and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, mathematics and language needs.
- Staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions.

## **APPENDIX 5**

### **Observed Teaching Report**



## Ascentis Level 4 Certificate in Education and Training

### Observed teaching report pro forma

Candidate name:	Observer name:	Date:
Course/group taught:		No. of students in group:
Time of session: From:                      To:	Subject/topic	
Duration of observation: From:                      To:	Specialist Observation: ILT/E&D/Individualised Learning/ Students choice (please state)	Location of session:

<b>Planning and preparation</b>	<b>Grade</b>	
Clarity and content of lesson plan		
Clarity of learning outcomes		
Learning activities		
Topic sequencing		
Teaching and learning resources		
Quality of learning resources		
Identification of learner needs		
Learning environment		
<b>Introduction</b>	<b>Grade</b>	
Clear introduction to session		
Assessment of previous learning		
Administration aspects		
<b>Communication</b>	<b>Grade</b>	
Pace, clarity, fluency etc. of speech		
Language – appropriate and inclusive		
Clarity of teaching and learning aids		
Body language e.g. use of gesture		
Listening and observation skills		
Dynamism/confidence/presence		

<b>Interaction</b>	<b>Grade</b>	
Effective interaction with group		

Effective interaction within group		
Use of question and answer		
Ability to enthuse and motivate		
Evidence of active learning		
Classroom/behaviour management		
<b>Assessment and feedback</b>	<b>Grade</b>	
Relevant to topic		
Relevant to group		
Quality of formative feedback		
Quality of summative feedback		
Accurate records maintained		
Reports on learner progress		
Reports on learner achievement		
<b>Differentiation and inclusiveness</b>	<b>Grade</b>	
Induction of learners (if appropriate)		
Individual needs recognised and met		
Cultural and language related issues		
Focus on equality and diversity of opportunity		
<b>Support for LLN* needs</b>	<b>Grade</b>	
LLN issues arising from session		
Support for addressing LLN needs		
Opportunities used for developing LLN skills in context of subject		
<b>Consolidation of learning</b>	<b>Grade</b>	
Evidence of extension activities		
Effective conclusion of session		

\* *Literacy, Language and Numeracy*

Teaching and learning methods	✓	Materials used in session	✓
Assignment work		Audio tape	
Computer based learning		Computers	
Case study		Electronic board	
Demonstration		Flip chart	
Games		Handouts	
Group discussion		Mobile phones/PDAs	
Internet/VLE		Models	
Lecture		OHP	
Role play		Posters/photographs	
Seminar		PowerPoint	
Student presentations		Real objects	
Small group work		Video/DVD	
Tutorials		White board	
Whole group teaching		Worksheets	
Other(s):		Other(s):	

**Comments:**

**Subject knowledge in session observed:**

**Quality of learning in session observed:**

**Summary review**

**Strengths**

**Progress towards meeting action points identified in previous observations**

**Areas for development**

The candidate has, on the basis of the observed session, demonstrated the characteristics of grade

1

2

3

4

**Observer's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## Candidate reflections

<b>Reflections on observed session</b>
<b>Reflections on observer feedback</b>
<b>Action points / plan</b>

**Candidate's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## APPENDIX 6

### Glossary

The table gives definitions for each of the terms used and Acronyms in this document

Acronym/Term	Definition
BIS	Department for Business, Innovation and Skills
Credit	One credit equates to ten notational hours of learning (QCF)
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Microteaching	An activity where trainee teachers prepare and deliver a short teaching and learning session to their peers following which they evaluate their practice
Ofqual	Office of Qualifications and Examinations Regulation
PTLLS	(Award in ) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RPL	Recognition of Prior Learning

## APPENDIX 7

## Suggested reading list

This reading list is intended to be used by teacher educators to inform the planning and delivery of their teaching training programmes. They may wish to put together a collection of 'readings' for their learners. These readings might consist of a chapter or part of a chapter from a text book, a journal article or a summary from a research report. These readings are a way of encouraging students to not only read round a subject or topic, but to explore a range of views or theoretical perspectives which demonstrates that teaching is a contested activity with a wide range of viewpoints on how it should be done. The important point for students is to be comfortable in using other people's views and ideas in their own written work so long as they acknowledge them. The list below is not exhaustive, but illustrates a sample of resources currently available.

### Books

- Appleyard N & Appleyard K (2010) Communicating with Learners in the Lifelong Learning Sector Exeter Learning Matters
- Avis J Fisher R & Thompson R (Editors) (2010) Teaching in Lifelong Learning: A Guide to Theory and Practice Maidenhead Open University Press
- Ayers H (2006) An A to Z Practical Guide to Learning Difficulties London David Fulton Publishers
- Black P et al (2003) Assessment for Learning: putting it into practice Maidenhead Open University Press
- Cowley S (2006) Getting the Buggers to Behave London Continuum
- Duckworth et al (2010) Successful Teaching Practice in the Lifelong Learning Sector
- Gardner H (1993) Multiple Intelligences: The Theory in Practice New York Basic Books
- Gravells A (2012) Preparing to Teach in the Lifelong Learning Sector: The New Award Exeter Learning Matters
- Gravells A & Simpson S (2012) Equality and Diversity in the Lifelong Learning Sector (2nd Edn) Exeter Learning Matters
- Gravells A (2011) Principles and Practice of Assessment in the Lifelong Learning Sector (2nd Edn) Exeter Learning Matters
- Gravells A & Simpson S (2014) The Certificate in Education and Training
- Gravells A & Simpson S (2010) Planning and Enabling Learning in the Lifelong Learning Sector (2nd Edn) Exeter Learning Matters
- Hill C (2008) Teaching with e-learning in the Lifelong Learning Sector (2nd Edn) Exeter Learning Matters
- Hillier Y (2009) Reflective teaching in further and adult education (2nd Edn) London Continuum
- Kolb D A (1984) Experiential Learning: Experience as the Source of Learning and Development London Pearson Prentice Hall
- Maslow A (1987) (Rev Edn) Motivation and Personality London Longman
- NIACE (2009) Readability: How to produce clear written materials for a range of readers Leicester NIACE. Available as a free download at: <http://shop.niace.org.uk/readability.html>
- Petty G. (2009) Evidence Based Teaching A Practical Approach (2nd Edn) Cheltenham Nelson Thomas

- Petty G. (2009) Teaching Today A Practical Guide (5th Edn) Cheltenham Nelson Thornes
- Powell S & Tummons J (2011) Inclusive Practice in the Lifelong Learning Sector Exeter Learning Matters
- Schön, D.A. (1987), Educating the Reflective Practitioner San Francisco CA Jossey-Bass
- Tummons J (2011) Assessing Learning in the Lifelong Learning Sector (3rd Edn) Exeter Learning Matters
- Wallace S (2011) Teaching Tutoring and Training in the Lifelong Exeter Learning Matters
- Wallace S (2007) Managing Behaviour in the Lifelong Learning Sector
- Wallace S & Gravells J (2007) Mentoring (2nd Edn) Exeter Learning Matters
- Wenger E (1998) Communities of Practice: Learning, meaning and identity, Cambridge, Cambridge University Press
- Wood J & Dickinson J (2011) Quality Assurance and Evaluation in the Lifelong Learning Sector

### **Research reports**

- Barton D (2003) Models of Adult Learning London NRDC
- Casey et al (2007) You wouldn't expect a maths teacher to teach plastering London NRDC  
(2010)Teacher Education for Inclusion: An International Literature Review: Brussels European Agency for Development in Special Needs Education
- Lawton T & Turnbull T (2007) Inclusive learning approaches for literacy, language, numeracy and ICT: A companion guide to the Minimum Core London LLUK
- LLUK (2007) New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector London LLUK
- LLUK (2007) 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

### **Government reports**

- DfES/Standards Unit (2004) Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector Annesley: DfES Publications
- DfES (2006) Further Education: Raising Skills, Improving Life Chances Norwich: The Stationary Office
- Department of Education and Employment (1999) The Moser Report: A Fresh Start – Improving Literacy and Numeracy, London: DfEE
- Ofsted (2008) The Initial Training of Further Education Teachers London

## Journals

- Action in Teacher Education
- British Journal of Education Studies
- International Journal of Lifelong Learning
- Journal of Education Policy,
- Journal of Education and Work
- Journal of Education for Teaching
- Journal of Vocational Education and Training
- Research in Post Compulsory Education
- Teaching Education
- Teaching in Lifelong Learning

## Journal articles

- Atkins, Liz (2011) A Guide to Instrumentalism: Initial Teacher Education in the Lifelong Learning Sector. In: 55th International Council on Education for Teaching World Assembly 2011, 11th 14th July 2011, Glasgow, Scotland. (Unpublished) Available at: <http://eprints.hud.ac.uk/11763/>
- Hobley, Janet (2011) The Shoebox activity: a powerful tool for learning. Teaching in lifelong learning: a journal to inform and improve practice, 3 (2). pp. 39-48. Available at: <http://eprints.hud.ac.uk/12031/1/Hobleyvol3no2doi.pdf>
- Bathmaker, Ann-Marie and Avis, James (2005) 'Becoming a lecturer in further education in England: the construction of professional identity and the role of communities of practice' in: Journal of Education for Teaching, Volume 31, Number 1 pages 47 – 62
- Lucas, Norman (2007) 'Rethinking Initial Teacher Education for Further Education Teachers: From a standards-led to a knowledge-based approach' in: Teaching Education, Volume 18, Number 2 pages 93 - 106

## Magazine

- InTuition: available at: [www.ifl.ac.uk](http://www.ifl.ac.uk) you need to be a member of the Ifl to access the magazine
- Reflect: available at [www.nrdc.org.uk](http://www.nrdc.org.uk)

## Websites

- [www.ifl.ac.uk](http://www.ifl.ac.uk) - IfL is the professional body for teachers, tutors, trainers and student teachers in the further education (FE) and skills sector
- [www.lsis.co.uk](http://www.lsis.co.uk) - The Learning and Skills Improvement Service (LSIS) was formed to accelerate quality improvement, increase participation and raise standards and achievement in the learning and skills sector in England
- <http://eprints.hud.ac.uk> – the university of Hull research repository
- [www.geoffpetty.com](http://www.geoffpetty.com) – lots of resources to support all aspects of teaching and learning
- [http://sflip.excellencegateway.org.uk/pdf/4.2sflguidance\\_5.pdf](http://sflip.excellencegateway.org.uk/pdf/4.2sflguidance_5.pdf) - useful resources on introducing assessment for learning
- <http://www.excellencegateway.org.uk/> - extensive resources covering all aspects of teaching and learning. This site is dedicated to supporting skills and improving practice in teaching and learning
- <http://tlp.excellencegateway.org.uk/tlp/cetts/goldust/index.html> - this site has teaching and learning resources developed as part of the Teaching and Learning Programme to support trainee teachers



# APPENDIX 8

## Cover Sheet for Centre-devised Assessment Tasks

### Cover Sheet for the Submission of Assignment Tasks for Qualifications within Education and Training for approval by Ascentis

<b>Qualification Title</b>	
<b>Qualification Subject Code</b>	<b>Qualification Level</b>
<b>Title of the Assessment tasks</b>	
<b>Centre Name</b>	
<b>Name of Coordinator</b>	
<b>Signature of Coordinator</b>	<b>Date</b>

Please enclose the assignments for approval together with this cover sheet and return to [qualityassurance@ascentis.co.uk](mailto:qualityassurance@ascentis.co.uk). Within each assignment mapping of the tasks to the assessment criteria must be included and the assessment tasks should cover all the assessment criteria of the unit at a particular level.

Please list in the box below any additional information that you may wish to give in support of this submission. (You may attach a separate sheet)

<b>Additional Information in Support of the Submission</b>

<b>For Ascentis use only</b>
Approved      YES <input type="checkbox"/> NO <input type="checkbox"/> Referred <input type="checkbox"/>
<b>Ascentis Quality Manager Signature</b>
<b>Date</b>