QUALIFICATION
SPECIFICATION

LRN LEVEL 5 DIPLOMA IN EDUCATION AND TRAINING

Qualification Accreditation Number: 603/0575/7

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BACKGROUND TO LRN

Learning Resource Network (LRN) is an awarding organisation that offers qualifications to candidates, educational institutes, training providers, schools and employers who can access qualifications either through registered educational institutions. In producing its qualifications, the project team drew upon the experience and expertise of academics, professionals working in the pertinent industries and colleagues with a wealth of practice and knowledge of validation, verification, delivery and assessment.

A full list of LRN qualifications can be found on the register of regulated qualifications.

LRN London head office is supported by a team of representatives around the world.

LRN can be contacted in the following ways:

Tel: +44 (0) 207 859 4223
enquiries@lrnglobal.org

LRN QUALIFICATIONS

LRN qualifications are designed to be relevant, stringently assessed and a true reflection of a candidate's ability and knowledge. For these reasons LRN expects them to become benchmark qualifications against which other qualifications are judged.

LRN qualifications are highly structured, offering a clearly marked progression route to higher education and professional development. Its qualifications are also standalone awards that have merit and value in themselves, so that if a candidate decides that they only wish or need to study up to a certain level, they can be assured – as can any potential employer – that they possess a qualification that totally equips them to work at that level and that they have demonstrated that they have the skills and knowledge to do so.

ENTRY REQUIREMENTS

LRN's Level 5 Diploma in Education and Training aims to give those established within the teaching profession a recognised qualification. This qualification is also suitable for those who are practising within the sector, who have a significant amount of knowledge and understanding and who now wish to consolidate that experience with a formal qualification.

Candidates should have obtained one or a number of the following:

☐ Three GCSE passes (at 'C' level standard – or equivalent). LRN will consider higher qualifications (A level) to be a sufficient entry standard;

☐ LRN Level 3 Award in Education and Training. LRN will accept those with qualifications in either Preparing to Teach in the Lifelong Learning Sector (PTLLS) or the Certificate in Teaching in the Lifelong Learning Sector (CTLLS) as equivalent qualifications;

☐ A recognised level 4 qualification in training, teaching or education;

☐ LRN will consider each application on a case by case basis. Should candidates possess no such qualification, LRN will consider the employment status and history of a candidate's knowledge, in lieu of qualifications. A signed reference letter from employers' must accompany each application;

☐ Candidate must provide evidence of proficiency (at level 2 or equivalent) in the English Language. In addition to the above, candidates must also be in a position where they are regularly teaching within a college, school or other recognised teaching establishment) and have evidence to support this position.

KNOWLEDGE, SKILLS AND UNDERSTANDING

Due to the nature of the qualification and required level of teaching ability, LRN must insist that candidates have the required knowledge, skills and understanding in the practices and principles of teaching.

SUPPORT AND RECOGNITION

This qualification has been developed with the support of centres who are currently delivering qualifications at this level in Education and Training or who plan to do so in the future.

PROGRESSION

On successful completion of the LRN Level 5 Diploma in Education and Training, candidates may wish to progress to:

☐ Other qualifications at the same level in Teaching, Education and Training;

☐ Higher level qualifications in Teaching, Education and Training;

RECOGNITION OF PRIOR LEARNING (RPL)

Please refer to LRN's policy on the Recognition of Prior Learning to determine whether previously achieved qualifications meet LRN's policy on possible exemptions.

CREDIT VALUES AND RULES OF COMBINATION

Whilst LRN acknowledges the rules for the determination of credit is no longer a requirement, it has chosen to continue applying credit to its qualifications. Each unit within a qualification has a credit value and a level. The credit value specifies the number of credits that will be awarded to a candidate who has achieved the learning outcomes of a unit. The level is an indication of relative demand, complexity and depth of achievement and autonomy.   The learning time is a notional measure which indicates the amount of time a candidate at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria. Learning time includes activities such as directed study, assessment, tutorials, mentoring and individual private study. The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Candidates will only be awarded credits for the successful completion of whole units.

Each unit also contains information on guided learning hours (GLH). GLH are intended to provide guidance for centres on the amount of resource needed to deliver the programme and support candidates i.e. the time required for face to face delivery; tutorials, workshops and associated assessments. GLH are defined as all the time when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in; for example, open learning centres and learning workshops. It also includes time spent by staff assessing candidates' achievements. It does not include time spent by staff in day-to-day marking of assignments where the candidate is not present.

ASSESSMENT

The qualification will be assessed by the following methods:

☐Assignments/Essays;
☐Observation of teaching or training – (within the range of 80 to 150 hours);
☐Portfolio of evidence (in which to record the achievement of learning outcomes and assessment criteria).

GUIDANCE ON ASSESSMENT

Where a unit is to be assessed by an assignment, LRN wishes to clarify the following.
To achieve a pass for a unit, a candidate must have successfully achieved all the learning outcomes and assessment criteria for that unit. There are no externally set written examinations for this qualification.

CROSS REFERENCING OF EVIDENCE

Where there is commonality across units, the centre must maximise the cross-referencing of evidence. The centre must also advise candidates as to the way in which the centre will incorporate this into their model of delivery and assessment. LRN will be reviewing this aspect of delivery in particular detail to ensure candidates are not overburdened with assessment. Centres are strongly encouraged to combine essays/assignments where possible in order to further reduce the burden of assessment. This will also aid candidates in realising the holistic and linear approach to the use of evidence within unit development.

MODE OF DELIVERY

LRN does not define the mode of delivery for its Level 5 Diploma in Education and Training. Centres can develop the mode of delivery (such as full-time, part time, evening only, distance learning) that meets candidates' needs. Whichever mode of delivery is used, centres must ensure that candidates follow a teaching programme appropriate to the requirements of the qualification.

GUIDING LEARNING HOURS (GLH)

LRN accepts that many centres will have a varied approach in the way they plan, prepare, deliver and assess the qualification. LRN also accepts the way in which candidates are supported by centres will also vary. Therefore, there must be sufficient flexibility in the number of GLH for the average candidate to complete the qualification. The GLH for this qualification is 600.

AGE OF CANDIDATES

The age range for this qualification is at the discretion of the centre. However, believes candidates should be 19 years of age. For candidates under 19 years of age, LRN will seek assurances from the centre that younger candidates have the maturity, ability and understanding to meet the stated learning outcomes and assessment criteria.

QUALIFICATION OVERVIEW

MANDATORY (GROUP A – 75 CREDITS)	LEVEL	CREDITS	GLH
1. Teaching, Learning and Assessment in Education and Training	4	20	75
2. Developing Teaching, Learning and Assessment in Education and Training	5	20	75
3. Theories, Principles and Models in Education and Training	5	20	70
4. Wider Professional Practice and Development in Education and Training	5	15	60
		75	280

OPTIONAL (GROUP B – MINIMUM 21 UNITS)	LEVEL	CREDITS	GLH
5. Understanding and Managing Behaviour in a Learning Environment	5	6	30
6. Action Research	5	15	60
7. Developing, Using and Organising Resources in a Specialist Area	5	15	60
		36	150

OPTIONAL (GROUP C – MINIMUM 24 CREDITS)	LEVEL	CREDITS	GLH
8. Internally assure the quality of assessment	4	6	55
9. Evaluating learning programmes	4	3	25
10. Manage learning and development in groups	4	6	40
11. Equality and Diversity	4	6	35
12. Identify the learning needs of organisations	4	6	40
13. Inclusive Practice	4	15	55
14. Teaching in a Specialist Area	4	15	55
		57	305

TOTAL QUALIFICATION TIME (TQT)

Guided learning hours (GLH)	600		
Self-study (SS)	120		
Formative Assessment	30 hours	Total Assessment Time (TAT) 80 hours	
Summative Assessment	50 hours		
Total Qualification Time	800 Hours (GLH+SS+TAT)		

DELIVERY APPROACH

The delivery approach should encompass a communicative approach with a strong emphasis on participation, interactive activities along with materials and methodology that contextualises and encourages the use and understanding of Education and Training. Candidate ability should be exploited to its full potential. Tutors are required to select or develop relevant and up-to- date teaching materials that allow candidates to apply their learning to realistic activities in day to day life. In order to ensure a consistent approach to centre delivery centres are required to submit their principal teaching material for LRN's approval in good time before delivery.

GUIDANCE FOR TEACHING AND LEARNING

Candidates learn best when they are actively involved in the learning process. LRN encourages a robust and meaningful delivery programme throughout its qualifications. LRN also encourages a range of teaching methods and classroom-based activities to help candidates to learn, retain and demonstrate their knowledge and understanding.

Candidates should be encouraged to take responsibility for their learning and should be able to demonstrate a high degree of independence in applying the skills of research and evaluation. Centres can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

QUALITY ASSURANCE OF CENTRES

Centres delivering LRN qualifications must be committed to ensuring the quality of the assessment of all the units they deliver, through effective standardisation of assessors and verification of assessor decisions. LRN will rigorously monitor the application of quality assurance processes in centres.
LRN's quality assurance processes will involve:

☐ centre approval for those centres who are not already recognised to deliver LRN qualifications;
☐ approval to offer LRN qualifications and units in Education and Training;
☐ unexpected visits (UK centres) and requesting information at times which LRN deems necessary.

Once a centre registers candidates for a qualification, they will be allocated an External Verifier who will visit at an early stage in the programme to ensure that an appropriate assessment plan is in place. Centres will be required to undertake training and standardisation activities as agreed with LRN.

RESOURCES

LRN has a separate document for the content features, and a list of suggested resources for each unit. It is also advised that each candidate be provided with a core text book, and access to the relevant reading for each unit.

ACCESS OR RECRUITMENT

LRN's policy with regard to access to its qualifications is that:

☐ they should be available to everyone who is capable of achieving the required standard;
☐ they should be free from any barriers that restrict access and progression;
☐ there should be equal opportunities for all wishing to access the qualifications.
Centres are required to recruit candidates to LRN qualifications with integrity. This will include ensuring that all candidates have appropriate information and advice about the qualifications.

Centres should put in place appropriate systems to assess a candidate's suitability for a programme and make a professional judgement about their ability to successfully achieve the designated qualification. This assessment should take account of any support available to the candidate within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

LANGUAGE OF MATERIALS

LRN aims to use language that is plain, clear, free from bias and appropriate to Level 3 candidates. Tutors preparing candidates are expected to ensure that their materials are clear, diverse and appropriate to Level 3 candidates.

TUTOR (TRAINERS OR TEACHERS) QUALIFICATIONS

Tutors (trainers or teachers) delivering LRN programmes are expected to have the relevant qualifications necessary for the delivery of a Level 5 qualification in Education and Training. Examples include assessor awards (D32, D33, A1 and TAQA), training, teaching or lecturing qualifications (Cert Ed, PGCE, Bed and MEd). Equivalent qualifications will be deemed acceptable along with industry practice.

MALPRACTICE/MALADMINISTRATION

Centres must have a robust malpractice policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the candidate's own. Any instance of plagiarism detected by the External Verifier during sampling, will result in the entire cohort being rejected. Centres should refer to the LRN Malpractice Policy on the LRN website

REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATION

LRN strives to ensure that its qualifications are open and accessible to all. Procedures are in place to ensure that, wherever possible, appropriate facilities are available in order for learners with special needs to access assessments.

The following is a summary of adjustments available to candidates:

Following consultation with LRN;

☐ specialist equipment and staff may be used as required, and specialist staff
  (e.g. amanuensis/scribe, signer) may be involved;
☐ If any candidate requires a customized version of the test, such as in Braille, notice must
  be given at least two months prior to the test date;
☐ Candidates with dyslexia or specific learning difficulties will be allocated extra time
  to read questions and write answers.

Appeals

As an organisation working with approved centres to provide opportunities for individuals to take qualifications and progress their development LRN will take decisions about assessment and their operations which may impact differently on individuals involved. To ensure that their operations are as fair and open as possible LRN have put in place an appeals system. In the course of developing, delivering and awarding qualifications, LRN has to take decisions relating to their operations that affect centres and candidates.

The operations which relate to the delivery and outcome of assessment will have the greatest impact on the centres and the candidates. Therefore, it is expected that the majority of appeals will focus on those processes which impact on the candidate's ability to achieve the qualification. This document sets out the grounds for appeal in relation to the activities and processes and sets out the procedures to be followed in making an appeal. It also describes the scope and remit applied to the committees brought together at various stages and types of appeal.

ASSESSMENT DECISIONS

Candidates should be advised by their centre of how to make enquiries about results and how to appeal if there is proof of an incorrect result. This information should provide guidance on the appeals process including which type of appeal is handled at the centre prior to contacting LRN.

Depending on the type of assessment there are a number of aspects in the determination of a qualification. In the main these include a quality assurance activity such as external verification/moderation, an externally set assessment or an internally set assessment agreed with LRN and finally the marking along with the decision to award the qualification.

APPEALING AGAINST RESULTS ISSUED

The sole ground of any appeal is that an assessment decision based on all the evidence available to LRN at the time of making the decision was incorrect. To prove that a decision was incorrect the appellant must prove either that the decision was unreasonable or that LRN did not take all the available information into consideration therefore breaching procedural requirements (maladministration by LRN).

APPEAL RELATING TO REASONABLE ADJUSTMENTS

Where a candidate requires assistance to complete an assessment which is pre-existing the centre may apply one of the agreed methods of support. If a candidate feels that they have not been provided sufficient support which has affect the outcome of an assessment they must exhaust the centres appeals process before contacting LRN.

APPEAL RELATING TO SPECIAL CONSIDERATION

Where a candidate requests that a special consideration is applied to their results in relation to an incident or circumstances preventing them from completing the assessment; they must provide detailed information.

The appeal must include full details of the candidate's difficulties and the effect this had on the candidate's performance, as well as a statement of why the Head of Centre thinks the LRN decision is wrong.The account must address the reasons for the original decision given by LRN. Medical Certificates or Reports by educational psychologists will only be considered where they are relevant to the particular appeal and do not involve the interpretation of any test results. Appeals of this kind will be referred to an assessment arrangements panel of senior managers who were not involved in the original decision.

DECISIONS IN CASES OF MALPRACTICE

Candidates and centres have the right to appeal a decision where a case of malpractice or maladministration has been upheld. Please follow the process as set out in LRN malpractice policy.

USE OF PLAGIARISM SOFTWARE

LRN will subject each assignment submitted by candidates to its plagiarism software. The purpose of this software is to detect commonality in candidate work in terms of detecting where assignments are similar to that of other authors or candidates.

Candidate will fail the assignment and unit where LRN discovered the assignment has been plagiarised. LRN will advise centres and candidates as to the tolerance it will set on the similarity of content across each assignment.

QUALIFICATION EXEMPTIONS AND RESTRICTIONS

Any exemptions from achievement based on alternative awards or restrictions on the transfer of achievements must be clearly set out, in line with guidance agreed by the Awarding Organisations and LRN in consultation with the relevant regulatory body.

Unit Specifications

Unit Format
Each unit is presented in a standardised format. This format provides guidance on the requirements of the unit for candidates, tutors, assessors and external verifiers. Each unit has the following sections:

Unit Title
The unit title reflects the content of the unit. The title of each unit completed will appear on a candidate's statement of results.

Unit Aims
The unit aims section summarises the content of the unit.

Level
All units and qualifications have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

Credit Value
The credit value is the number of credits that may be awarded to a candidate for the successful achievement of the learning outcomes of a unit.

GUIDED LEARNING HOURS (GLH)

Guided learning hours are an indicative guide to the amount of input that a tutor will provide to a candidate, to enable them to complete the unit. This includes lectures, tutorials and workshops and time spent by staff assessing candidates' achievement when they are present

LEARNING OUTCOMES

The learning outcomes set out what a candidate is expected to know, understand or be able to do as the result of the learning process.

ASSESSMENT CRITERIA

The assessment criteria describe the requirements a candidate is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification.

RESULTS

The timescales in which LRN will issue its results is up to 6 weeks.

SAMPLE ASSIGNMENTS

LRN will provide a selection of sample assessment materials which cover a variety of units.
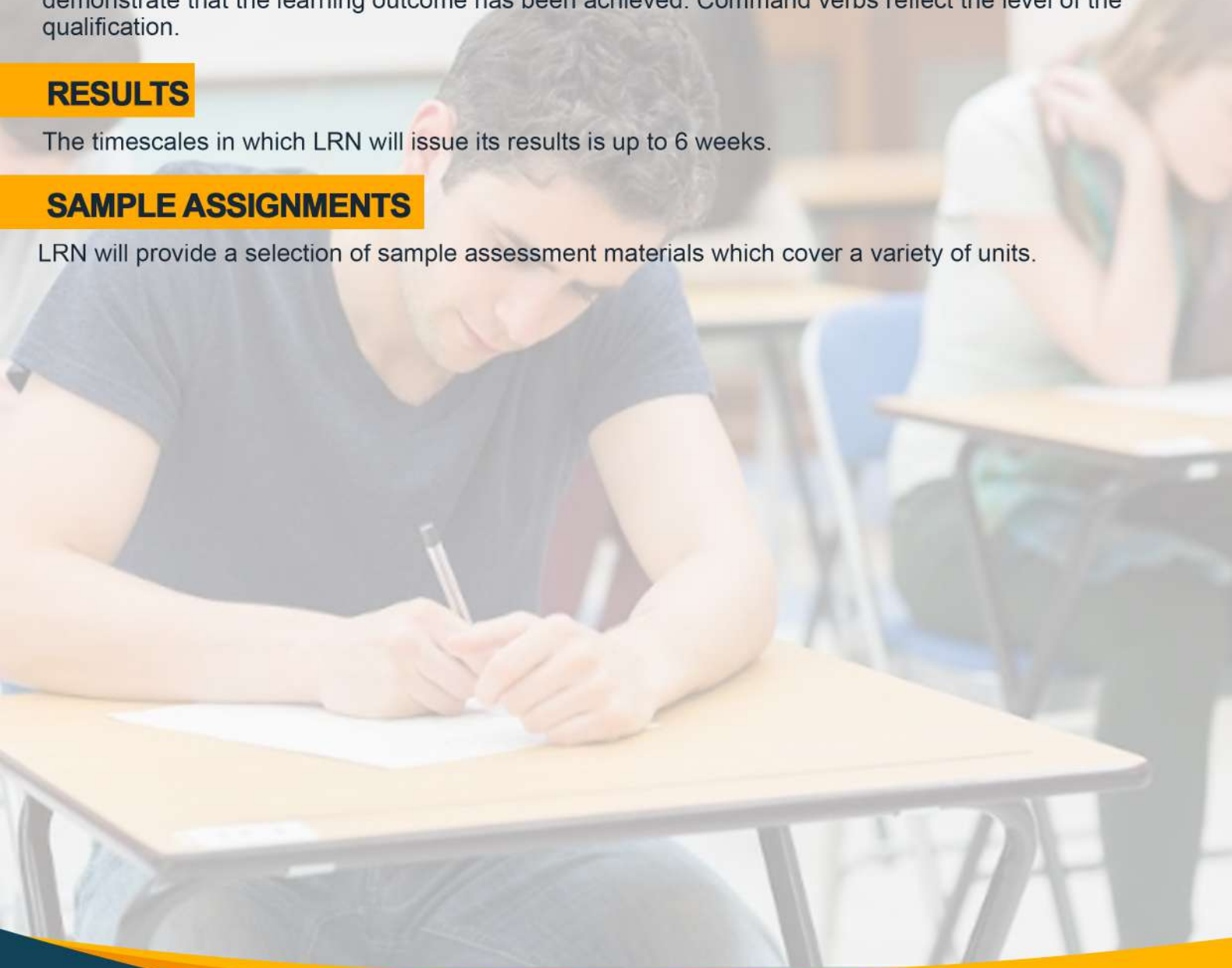
QUALIFICATION FEATURES

1	UNDERSTANDING LANGUAGE AND METHODOLOGY FOR TEACHING

Unit Aim

The purpose of the unit is to provide the learners with the knowledge, understanding and skills regarding teaching, learning and assessment in education and training. It includes understanding the role and responsibilities of a teacher. The breadth of coverage includes agreeing individual learning goals and planning, delivering and assessing inclusive teaching and learning. It involves creating and maintaining an inclusive learning environment and evaluating own practice. It covers expectationsin relation to the minimum core in teaching, learning and assessment.

UNIT LEVEL	4	CREDIT VALUE	20	UNIT REFERENCE NUMBER H/615/2480

GLH	75	UNIT GRADING STRUCTURE	FAIL/PASS

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand roles, responsibilities and relationships in education and training.	1.1	Analyse own 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	Analyse the relationships and boundaries between the teaching role and other professional roles.
	1.4	Describe points of referral to meet the needs of learners
2. Be able to use initial and diagnostic assessment to agree individual learning goals with learners.	2.1	Explain why it is important to identify and meet the individual needs of learners
	2.2	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals.
	2.3	Use methods of initial and diagnostic assessment to agree individual learning goals with learners.
	2.4	Record learners' individual learning goals.
3. Be able to plan inclusive teaching and learning.	3.1	Devise a scheme of work in accordance with internal and external requirements.
	3.2	Design teaching and learning plans which respond to: ☐the individual goals and needs of all learners; ☐and curriculum requirements.
	3.3	Explain how own planning meets the individual needs of learners.
	3.4	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners.
	3.5	Identify opportunities for learners to provide feedback to inform inclusive practice.

QUALIFICATION FEATURES

4. Be able to create and maintain a safe, inclusive teaching and learning environment	4.1	Explain why it is important to promote appropriate behaviour and respect for others.
	4.2	Explain ways to promote equality and value diversity.
	4.3	Establish and sustain a safe, inclusive learning environment.
5. Be able to deliver inclusive teaching and learning.	5.1	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners
	5.2	Analyse benefits and limitations of communication methods and media used in own area of specialism.
	5.3	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners.
	5.4	Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners.
	5.5	Demonstrate ways to promote equality and value diversity in own teaching.
	5.6	Adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners.
	5.7	Communicate with learners and learning professionals to meet individual learning needs.
6. Be able to assess learning and education.	6.1	Explain the purposes and types of assessment used in education and training.
	6.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners.
	6.3	Use types and methods of assessment, including peer and self-assessment, to: ☐involve learners in assessment; ☐meet the individual needs of learners; ☐enable learners to produce assessment evidence that is valid, reliable, sufficient, ☐authentic and current; and ☐meet internal and external assessment requirements.
	6.4	Use questioning and feedback to contribute to the assessment process.
	6.5	Record the outcomes of assessments to meet internal and external requirements.
	6.6	Communicate assessment information to other professionals with an interest in learner. achievement

QUALIFICATION FEATURES

7. Be able to implement of the minimum core in planning, delivery and assessing inclusive teaching and learning.	7.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
	7.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning.
8. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning.	8.1	Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning, taking account of the views of learners and others.
	8.2	Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning.

QUALIFICATION FEATURES

2	DEVELOPING TEACHING, LEANING AND ASSESSMENT IN EDUCATION AND TRAINING

Unit Aim

The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning. It involves applying theories of behaviour management in creating and maintaining an inclusive learning environment and applying theories and models of reflection to evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.

UNIT LEVEL	5	CREDIT VALUE	20	UNIT REFERENCE NUMBER K/615/2481

GLH	75	UNIT GRADING STRUCTURE	FAIL/PASS

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Be able to investigate practice in own area of specialism.	1.1	Analyse the application of pedagogical principles in own area of specialism
	1.2	Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism.
2. Be able to apply theories, principles and models of learning, communication assessment to planning inclusive and teaching.	2.1	Use initial and diagnostic assessments to agree learners' individual goals and learning preferences.
	2.2	Devise a scheme of work taking account of: ☐the needs of learners ☐the delivery model; and internal and external requirements.
	2.3	Design teaching and learning plans which take account of: ☐the individual goals, needs and learning preferences of all learners; ☐curriculum requirements.
	2.5	Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment.
3. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment.	3.1	Analyse theories of behaviour management.
	3.2	Establish and sustain a safe, inclusive learning environment.
	3.3	Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management.

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4. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning	4.1	Design resources that: ☐actively promote equality and value diversity meet the identified needs of specific learners
	4.2	Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners.
	4.3	Demonstrate ways to promote equality and value diversity in own teaching.
	4.3	Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression.
	4.4	Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication.
5. Be able to apply theories, models and principles of assessment to assessing learning in education and training	5.1	Design assessments that meet the individual needs of learners.
	5.2	Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements.
	5.3	Demonstrate the use of assessment data in: ☐monitoring learners' achievement, attainment and progress; setting learners' targets;
	5.4	Communicate assessment information to other professionals with an interest in learner achievement.
	5.5	Explain how own assessment practice has taken account of theories, models and principles of assessment.
6.Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	6.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning.
	6.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning.
7. Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning	7.1	Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning.
	7.2	Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning.

QUALIFICATION FEATURES

3	THEORIES, PRINCIPLES AND DEVELOPMENT IN EDUCATION AND TRAINING

Unit Aim

 he purpose of this unit is to provide the learner with knowledge and understanding of theories, principles and models applied to education and training. It includes application of theories, principles and models of learning, communication and assessment in education and training, the application of theories and models of curriculum development within own area of specialism, and the application of theories and models of reflection and evaluation to the evaluation of own practice.

UNIT LEVEL	5	CREDIT VALUE	15	UNIT REFERENCE NUMBER M/615/2482

GLH	70	UNIT GRADING STRUCTURE	FAIL/PASS

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand the application of theories, principles and models of learning in education and training	1.1	Analyse theories, principles and models of learning.
	1.2	Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment.
	1.3	Analyse models of learning preferences.
	1.4	Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment.
2. Understand the application of theories, principles and models of communication in education and training	2.1	Analyse theories, principles and models of communication.
	2.2	Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment.
3. Understand the application of theories, principles and models of assessment in education and training	3.1	Analyse theories, principles and models of assessment.
	3.2	Explain ways in which theories, principles and models of assessment can be applied in assessing learning.
4. Understand the application of theories and models of curriculum development within own area of specialism.	4.1	Analyse theories and models of curriculum development.
	4.2	Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism.
5. Understand the application of theories and models of reflection and evaluation to reviewing own practice.	5.1	Analyse theories and models of reflection and evaluation.
	5.2	Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice.

QUALIFICATION FEATURES

4	WIDER PROFESSIONAL PRACTICE AND DEVELOPMENT IN EDUCATION AND TRAINING

Unit Aim

The purpose of this unit is to provide learners with knowledge, understanding and skills relating to wider professional practice in education and training. It includes understanding professionalism and professional values in education and training, the policy context of education and training, the impact of being accountable to stakeholders and external bodies, and the organisational context of education and training. It also includes understanding and contributing to the quality improvement and quality assurance arrangements of an organisation.

UNIT LEVEL	5	CREDIT VALUE	15	UNIT REFERENCE NUMBER T/615/2483

GLH	60	UNIT GRADING STRUCTURE		FAIL/PASS

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand professionalism and the influence of professional values in education and training	1.1	Define the concepts of professionalism and dual professionalism in education and training.
	1.2	Explain ways in which professional values influence own practice in own area of specialism.
2. Understand the policy context of education and training	2.1	Explain ways in which social, political and economic factors influence education policy.
	2.2	Analyse the impact of current educational policies on curriculum and practice in own area of specialism.
3. Understand the impact of accountability to stakeholders and external bodies on education and training	3.1	Explain the roles of stakeholders and external bodies in education and training.
	3.2	Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training.
	3.3	Explain why it is important to work in partnership with employers and other stakeholders in education and training.
	3.4	Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism.
4. Understand the organisational context of education and training	4.1	Explain key aspects of policies, codes of practice and guidelines of an organisation.
	4.2	Analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism.

5. Be able to contribute to the quality improvement and quality assurance arrangements of an organisation	5.1	Analyse the quality improvement and quality assurance arrangements of an organisation.
	5.2	Explain the function of self-assessment and self-evaluation in the quality cycle.
	5.3	Evaluate a learning programme taking account of the quality arrangements of an organisation
	5.4	Identify areas for improvement in a learning programme taking account of the outcomes of evaluation

QUALIFICATION FEATURES

5	UNDERSTANDING AND MANAGING BEHAVIOUR IN A LEARNING ENVIRONMENT

Unit Aim

The purpose of this unit is to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours and evaluating own practice in managing behaviours in a learning environment.

UNIT LEVEL	5	CREDIT VALUE	5	UNIT REFERENCE NUMBER A/615/2484

GLH	30	UNIT GRADING STRUCTURE	FAIL/PASS

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand potential factors leading to behaviours that disrupt a learning environment	1.1	Describe behaviours that can occur in a learning environment
	1.2	Explain potential factors leading to behaviours that can disrupt a learning environment
2. Understand organisational policies relating to managing behaviours in a learning environment	2.1	Explain key aspects of legislation relating to managing behaviours in a learning environment
	2.2	Explain key aspects of an organisation's policies relating to managing behaviours in a learning environment
3. Be able to promote behaviours that contribute to a purposeful learning environment	3.1	Analyse ways of encouraging behaviours that contribute to a purposeful learning environment
	3.2	Use strategies for encouraging behaviours that contribute to a purposeful learning environment
4. Be able to manage behaviours that disrupt a purposeful learning environment.	4.1	Analyse ways of managing behaviours that disrupt a purposeful learning environment
	4.2	Use strategies for managing behaviours that disrupt a purposeful learning environment
5. Be able to evaluate own practice in managing behaviours in a learning environment.	5.1	Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment
	5.2	Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment

QUALIFICATION FEATURES

6	ACTION RESEARCH

Unit Aim

This unit aims to enable learners to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. It also involves evaluating own practice in relation to action research.

UNIT LEVEL	5	CREDIT VALUE	15	UNIT REFERENCE NUMBER F/615/2485	
GLH	60	UNIT GRADING STRUCTURE		FAIL/PASS	

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand the purpose and nature of action research	1.1	Explain the purpose of action research.
	1.2	Analyse key features of the action research process.
	1.3	Analyse the implications of a model of action research.
2. Be able to initiate action research	2.1	Justify own choice of an area of practice for action research.
	2.2	Plan a clear intervention strategy.
	2.3	Justify the choice and timescales of an intervention strategy.
	2.4	Explain how ethical and political considerations and issues of confidentiality will be observed in practice.
	2.5	Implement a clear intervention strategy.
3. Understand ways of carrying out action research	3.1	Evaluate methods for action research.
	3.2	Evaluate methods of collecting qualitative and quantitative data.
	3.3	Review ways in which collected data may be analysed.
4. Be able to carry out action research	4.1	Draw on selected literature relating to an area of practice for action research.
	4.2	Justify own choice of methods selected for action research.
	4.3	Collect data relating to an area of practice for action research.
	4.4	Analyse data collected from action research.
	4.5	Present data collected from action research.
	4.6	Draw conclusions based on findings from action research.
5. Be able to present the outcomes of action research	5.1	Report own findings and conclusions from action research
	5.2	Justify own recommendations for action to be taken based on conclusions from action research.

6. Be able to evaluate own practice in relation to action research	6.1	Analyse the effectiveness of own practice in relation to action research.
	6.2	Identify own strengths and areas for improvement in relation to action research.
	6.3	Plan opportunities to improve own skills in action research.

QUALIFICATION FEATURES

7	DEVELOPING, USING AND ORGANISING RESOURCES IN A SPECIALIST AREA

Unit Aim

The purpose of this unit is to enable learners to develop, use, and organise resources within a specialist subject, vocational or other area. It includes the purpose, development and use of resources, how to organise them and enable access to others. It also includes understanding legal requirements and responsibilities relating to resources and evaluating own practice in their development and use.

UNIT LEVEL	5	CREDIT VALUE	15	UNIT REFERENCE NUMBER J/615/2486

GLH	60	UNIT GRADING STRUCTURE	FAIL/PASS

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand the purpose and use of resources in own specialist area.	1.1	Explain the purpose of resources in teaching and learning.
	1.2	Evaluate the effectiveness of specific resources from own specialist area in meeting individual learning needs.
2. Be able to develop and use inclusive resources in own specialist area.	2.1	Analyse principles of resource design.
	2.2	Evaluate sources that inform resource development in own specialist area.
	2.3	Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area
	2.4	Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area.
	2.5	Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area.
	2.6	Employ resources to engage and meet the individual needs of learners in own specialist area.
3. Understand how to organise and enable access to resources.	3.1	Explain ways in which resources can be classified and stored.
	3.2	Review ways of sharing resources with other learning professionals.
4. Understand legal requirements and responsibilities relating to the development and use of resources.	4.1	Review legal requirements and responsibilities relating to the development and use of resources.
	4.2	Analyse the implications of intellectual property rights and copyright for the development and use of resources.
5. Be able to evaluate own practice in relation to development and use of resources in own specialist area.	5.1	Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area.
	5.2	Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area.
	5.3	Plan opportunities to improve own skills in development and use of resources in own specialist area.

QUALIFICATION FEATURES

8	INTERNALLY ASSURE THE QUALITY OF ASSESSMENT

Unit Aim
The purpose of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.

UNIT LEVEL	4	CREDIT VALUE	6	UNIT REFERENCE NUMBER	D/615/2493
GLH	55	UNIT GRADING STRUCTURE		FAIL/PASS	

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1. Be able to plan the internal quality assurance of assessment	1.1	Plan monitoring activities according to the requirements of own role.	
	1.2	Make arrangements for internal monitoring activities to assure quality.	
2. Be able to internally evaluate the quality of assessment	2.1	Carry out internal monitoring activities to quality requirements.	
	2.2	Evaluate assessor expertise and competence in relation to the requirements of their role	
	2.3	Evaluate the planning and preparation of assessment processes.	
	2.4	Determine whether assessment methods are safe, fair, valid and reliable.	
	2.5	Determine whether assessment decisions are made using the specified criteria.	
	2.6	Compare assessor decisions to ensure they are consistent.	
3. Be able to internally maintain and improve the quality of assessment	3.1	Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment.	
	3.2	Apply procedures to standardise assessment practices and outcomes.	
4. Be able to manage information relevant to the internal quality assurance of assessment	4.1	Apply procedures for recording, storing and reporting information relating to internal quality assurance.	
	4.2	Follow procedures to maintain confidentiality of internal quality assurance information.	

QUALIFICATION FEATURES

5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment.	5.1	Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare
	5.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance
	5.3	Critically reflect on own practice in internally assuring the quality of assessment
	5.4	Maintain the currency of own expertise and competence in internally assuring the quality of assessment.

QUALIFICATION FEATURES

9	EVALUATING LEARNING PROGRAMMES

Unit Aim
The aim of this unit is to enable learners to understand the principles of evaluating learning programmes and use evaluation methods and data to understand how these can be used to improve learning programmes

UNIT LEVEL	4	CREDIT VALUE	3	UNIT REFERENCE NUMBER	L/615/2487
GLH	25	UNIT GRADING STRUCTURE		FAIL/PASS	

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1. Understand the principles and methods of evaluating learning programmes	1.1	Analyse the principles of evaluating learning.	
	1.2	Explain how principles of evaluating learning can be applied to the evaluation of learning programmes	
	1.3	Analyse methods used for evaluating the effectiveness of learning programmes.	
	1.4	Analyse methods of data collection and analysis used to evaluate learning programmes.	
2. Be able to plan the evaluation of a learning programme	2.1	Develop a framework for the evaluation of learning programmes	
	2.2	Devise objectives in order to achieve evaluation aims	
	2.3	Select methods for evaluating the effectiveness of a learning programmes	
	2.4	Select methods for collecting data to evaluate the effectiveness of a learning programme	
3. Be able to evaluate the effectiveness of a learning programme.	3.1	Apply selected methods to evaluate the effectiveness of a learning programme	
	3.2	Apply selected methods to collect data to evaluate the effectiveness of a learning programme	
	3.3	Analyse data collected to evaluate the effectiveness of a learning programme	
4. Be able to manage information relevant to the internal quality assurance of assessment	3.4	Apply relevant guidelines and legislation relevant to data collection and analysis	
	3.5	Present an analysis of evaluation results	
	3.6	Explain how analysis of evaluation results can be used to improve learning programmes	

10	MANAGE LEARNING AND DEVELOPMENT IN GROUPS

Unit Aim
The purpose of this is to assess a learning and development practitioner's management of learning and development in groups. They are expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process.

UNIT LEVEL	4	CREDIT VALUE	6	UNIT REFERENCE NUMBER R/615/2488

GLH	40	UNIT GRADING STRUCTURE	FAIL/PASS

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand the principles and practices of managing learning and development in groups.	1.1	Analyse the characteristics of group environments that foster learning and development
	1.2	Evaluate strategies to manage group behaviour and dynamics
	1.3	Evaluate management techniques which facilitate the delivery of learning and development in groups
	1.4	Analyse ways to involve learners in the management of their own learning and development in groups
	1.5	Analyse risks to be considered when managing learning and development in groups
	1.6	Explain how to manage barriers to individual learning in groups
2. Be able to manage group learning and development environments	2.1	Facilitate communication, collaboration and learning between group members.
	2.2	Use motivational methods to engage the group and its individual members in the learning and development process.
	2.3	Consult with group members to adapt their learning and development environments to improve their learning outcomes.
	2.4	Manage the risks associated with group learning and development
3. Be able to apply methodologies to manage learning and development in groups.	3.1	Involve learners in agreeing group learning and development objectives
	3.2	Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group.
	3.3	Manage group learning strategies and delivery methods to reflect changing requirements.
	3.4	Provide individual advice to learners to assist their decision-making about future learning needs.

QUALIFICATION FEATURES

4. Be able to manage learning and development in groups to comply with legal and organisational requirements.	4.1	Support learner's rights in relation to equality, diversity and inclusion.
	4.2	Minimise risks to safety, health, wellbeing and security of learners.
	4.3	Manage confidentiality in relation to learners and the organisation.
	4.4	Maintain learning and development records in accordance with organisational procedures.

11	EQUALITY AND DIVERSITY

Unit Aim

This aim of this unit is to enable learners to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice.

UNIT LEVEL	4	CREDIT VALUE	6	UNIT REFERENCE NUMBER Y/615/2489

GLH	35	UNIT GRADING STRUCTURE	FAIL/PASS

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand the key features of a culture which promotes equality and values diversity.	1.1	Define the meanings of equality and diversity in the UK context
	1.2	Analyse the benefits of promoting equality and diversity for individual learners.
	1.3	Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity.
2. Understand the importance of promoting equality and valuing diversity in lifelong learning.	2.1	Reflect on how the promotion of equality and diversity can protect learners from risk of harm.
	2.2	Explain actions that can be taken to value individual learners.
	2.3	Explain good practice in providing individual learners with information.
3. Be able to promote equality and value diversity.	3.1	Use communication strategies to promote equality and diversity.
	3.2	Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity.
	3.3	Explain how working with other agencies can promote diversity.
4. Understand how to help others in the promotion of equality and valuing of diversity.	4.1	Describe actions by individuals which can undermine equality and diversity.
	4.2	Recommend modifications to systems and structures which do not promote equality and diversity.
5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning	5.1	Reflect on own strengths in promoting equality and valuing diversity.
	5.2	Evaluate the impact of own practice in promoting equality and valuing diversity.
	5.3	Identify areas for further personal development in promoting equality and valuing diversity.

QUALIFICATION FEATURES

12	IDENTIFY THE LEARNING NEEDS OF ORGANISATIONS

Unit Aim
The aim of this unit is to assess a learning and development practitioner's competence in carrying out a learning or training needs analysis for an organisation. 'Organisation' in this context is taken to mean any group or team learning together as well as a whole organisation.

UNIT LEVEL	4	CREDIT VALUE	6	UNIT REFERENCE NUMBER Y/615/2492

GLH	40	UNIT GRADING STRUCTURE	FAIL/PASS

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand the principles and practices of learning needs analysis for organisation.	1.1	Explain the principles and practice of learning needs analysis for organisations.
	1.2	Analyse the factors that can influence the identification of organisational learning needs.
	1.3	Explain why it is important to gain the support and commitment of relevant people.
	1.4	Review the methodologies required for a learning needs analysis.
2. Be able to conduct learning needs analysis for the organisation.	2.1	Confirm the purpose and aims of learning needs analysis with relevant people.
	2.2	Select the organisational learning needs analysis methodology
	2.3	Apply the organisational learning needs analysis methodology
	2.4	Analyse the learning needs of the organisation
	2.5	Review methods of communicating findings from learning needs analysis to relevant people in organisations
3. Be able to agree organisational learning and development plans with relevant people.	3.1	Present recommendations for learning and development to relevant people.
	3.2	Review and revise priorities with relevant people.

13	INCLUSIVE PRACTICE

Unit Aim

 The aim of this unit is to develop learners' understanding of inclusive practice. It includes factors influencing learning, and legislation relating to inclusive practice. It also includes roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and evaluating own inclusive practice.

UNIT LEVEL	4	CREDIT VALUE	15	UNIT REFERENCE NUMBER	L/615/2490

GLH	55	UNIT GRADING STRUCTURE	FAIL/PASS

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand factors which influence learning	1.1	Review the impact of personal, social and cultural factors on learning.
	1.2	Review the impact of different cognitive, physical, and sensory abilities on learning.
2. Understand the impact of policy and regulatory frameworks on inclusive practice.	2.1	Summarise policy and regulatory frameworks relating to inclusive practice.
	2.2	Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice.
	2.3	Explain how policy and regulatory frameworks influence own inclusive practice.
3. Understand roles and responsibilities relating to inclusive practice.	3.1	Summarise own role and responsibilities relating to inclusive practice.
	3.2	Explain the relationship between own role and the roles of other professionals involved in inclusive practice.
	3.3	Identify points of referral available to meet individual learning needs.

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4. Understand how to create and maintain an inclusive learning environment.	4.1	Review key features and benefits of an inclusive learning environment
	4.2	Analyse ways to promote equality and value diversity.
	4.3	Analyse ways to promote inclusion.
	4.3	Review strategies for effective liaison between professionals involved in inclusive practice.
5. Understand how to evaluate own inclusive practice.	5.1	Review the effectiveness of own inclusive practice.
	5.2	Identify own strengths and areas for improvement in relation to inclusive practice.
	5.3	Plan opportunities to improve own skills in inclusive practice.

QUALIFICATION FEATURES

14	TEACHING IN A SPECIALIST AREA

Unit Aim

This purpose of this unit is to develop candidates' knowledge and skills in teaching within a specialist area. The specialist area may be a vocational or subject area. It includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key qualifications and learning programmes qualifications available to learners.

UNIT LEVEL	5	CREDIT VALUE	15	UNIT REFERENCE NUMBER R/615/2491

GLH	55	UNIT GRADING STRUCTURE	FAIL/PASS

Assessment Guidance	Assessment is by a combination of assignment (externally set and marked by LRN), teaching practice and reflective account.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand the aims and philosophy of education and training in a specialist area	1.1	Explain key aims of education and training in own specialist area.
	1.2	Analyse philosophical issues relating to education and training in own specialist area.
2. Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area.	2.1	Describe the aims and structure of key qualifications in own specialist area.
	2.2	Describe the aims and structure of learning programmes in own specialist area.
	2.3	Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met
3. Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area.	3.1	Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area.
	3.2	Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies.
4. Understand how to use resources for inclusive teaching and learning in a specialist area.	4.1	Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area.
	4.2	Analyse the inclusiveness of own use of teaching and learning resources in a specialist area.
5. Be able to work with others within a specialize area to develop own practice	5.1	Liaise with others within a specialist area to develop own practice.
	5.2	Review the impact of liaison with other teachers and trainers within own specialist area on own practice.

6. Be able to evaluate, improve and update own knowledge and skills in a specialist area.	6.1	Review the effectiveness of own knowledge and skills in a specialist area.
	6.2	Identify own strengths and areas for improvement in relation to practice in a specialist area
	6.3	Identify opportunities to improve and update own knowledge and skills in a specialist Area.