PROGRAMME QUALITY HANDBOOK 2024-2025

Level 4 Certificate in Education and Training

Contents

1. Welcome and Introduction to Level 4 Certificate in Education and Training

1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon (ucsd.ac.uk)](). It can also be navigated by going to [www.ucsd.ac.uk]() and searching for student handbook.

The Level 4 Certificate in Education and Training is a course which is designed to support those wanting to progress into the teaching role. There is the option to study this programme as a pre-service, or in-service teacher. This programme has been designed to equip you with the knowledge, skills and behaviours required to work in your chosen specialism in further education.

Through a range of delivery, you will engage with a broad range of concepts which underpin education and training. These will include effective planning, teaching and assessment of learning, as well as developing your wider professional practices. A range of assessment formats are used to ensure all learning outcomes can be effectively evidenced. These can include assignment-based activity, professional discussion and observation of practice. The ITE team work hard to develop supportive learning environments focused on developing your 'self-confidence' and 'self-concept', both as a teaching practitioner and an independent Higher Education student. By embedding evidence-informed principles, the curriculum aims to deliver a comprehensive educational experience enabling you to become a reflective, inspirational practitioner who proactively leads your own professional development, ensuring you remain at the forefront of innovative practice beyond your initial training year(s).

1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE Lead	Kath Burrows	[kathburrows@southdevon.ac.uk]()
Higher Education Coordinator	Lisa Rogers	[lisarogers@southdevon.ac.uk]()
Curriculum Head	Katy Joy	[katyjoy@southdevon.ac.uk]()
Assistant Principal	Maria Woodger	[mariawoodger@southdevon.ac.uk]()

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. Your personal tutor is Kath Burrows. Kath has been teaching for 31 years, teaching philosophy and ethics, religious education, health and social care and extended projects. She has been involved with teacher training for over 20 years, supporting NQTs and PGCE students on placements whilst working in both secondary and further education. Kath has also been a tutor in HE, assessing trainee teachers on placements across a number of schools in the South West. Kath has been working at South Devon College as part of the teacher training team for over 7 years.

1.4   Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. The integrated tutorial model ensures all students have a personal tutor and access to personal development resources, and can access professional study skills, wellbeing, disability, and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information.

See section Student Support Hub below for more information.

1.5   Course Contact List

Details of your module leaders and how and when they can be contacted are below.   You can also view the profile of the teaching team within the curriculum area that your programme is based via this link https://www.ucsd.ac.uk/research-and-expertise/initial-teacher-education/

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked
Kath Burrows	All	kathburrows@southdevon.ac.uk	Mon – Fri 09:00 – 16:30
Paul Hooper	All	phooper@southdevon.ac.uk	Mon – Fri 09:00 – 16:30
Emma Corin	Assessment & Observations	ecorin@southdevon.ac.uk	Mon – Fri 09:00 – 16:30

| Katy Joy	Observations	katyjoy@southdevon.ac.uk	Mon – Fri 09:00 – 16:30

1.6 Preparing for Your Programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: https://www.ucsd.ac.uk/the-first-year-at-university/.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability, and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading
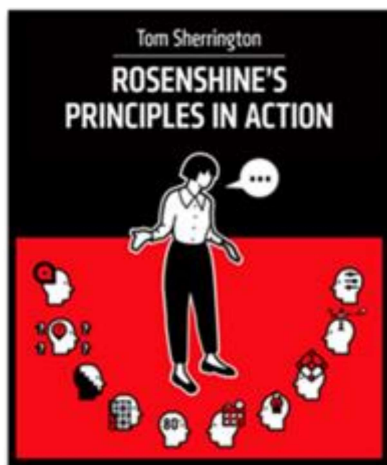
Sherrington, T. (2019) *Rosenshine's principles in action.* Woodbridge: John Catt Publications - ISBN 1912906201	Gravells, A. (2017). *Principles and practices of teaching and training.* London: Sage – ISBN 9781473997134
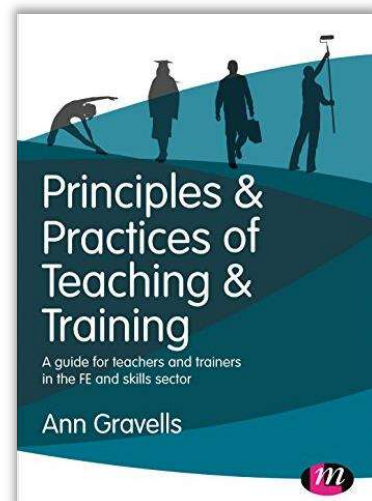
- Professional Standards - https://set.et-foundation.co.uk/professionalism/professional-standards/

- Minumum Core Guidance - The-Minimum-Core-for-teacher-training-qualifications-Sept-22-V2-2.pdf (et-foundation.co.uk)

Other materials:

Society for Education and Training – FREE Student membership - https://set.et-foundation.co.uk/membership/free-student-membership-offer/

1.7 Curriculum Design Principles

Programme Rationale (Summary)

The primary aim of the curriculum is to support new and aspiring teachers to become highly skilled, effective practitioners who incorporate evidence-informed practices within their day-to-day work. The qualification is designed to support the needs of both 'in-service' and 'pre-service' teachers by equipping them with the relevant knowledge, skills and behaviours associated with effective planning, teaching and assessment of learning, as well as developing their wider professional practices. The Initial Teacher Education (ITE) team work hard to ensure the differing needs of both in-service and pre-service teachers are acknowledged and supported, by promoting the use of 'communities of learning' and 'coaching approaches', alongside more traditional lessons, seminars, and workshops.

Context

The Level 4 Certificate in Education and Training curriculum reflects the most current and up to date industry practices. It has been designed alongside current education policy, research, and practices. The ITE team are actively engaged with multiple external organisations and bodies, including awarding organisations, Department for Education, and Institute for Apprenticeships, which enables the team to keep abreast of changes in the sector. The ITE team also work closely with employers in the education sector, locally and nationally, to develop the curriculum and ensure currency of practice.

Content

Through the following units the Level 4 Certificate in Education provides a structured and sequenced approach to enhancing your knowledge, skills, and behaviours:

- Understanding Roles, Responsibilities and Relationships in Education and Training
- Planning to Meet the Needs of Learners in Education and Training
- Delivering Education and Training
- Assessing Learners in Education and Training
- Using Resources for Education and Training
- Teaching in a Specialist Area

The units above have been developed into themes for delivery to develop the following professional behaviours:

- Adaptable when dealing with challenge and change, maintaining focus and self-control.
- Underpin practice by reference to professional standards and evidence-based teaching and learning.
- Committed to continuous professional development.
- Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students, and stakeholders.

- Act in a manner that is ethical, fair, consistent, and impartial, valuing equality, diversity, and champion British values within professional boundaries.
- Model sustainable practices and promote sustainable development principles, values, and goals in relation.

Teaching and Learning Strategy

The delivery approach adopted provides a good blend of academic study and practical application, exposing trainees to a broad range of teaching styles. All members of the ITE team have strong teaching backgrounds enabling them to build trainees' knowledge and skills by modelling evidenced informed principles within their own practice. A range of assessment formats are used to ensure all learning outcomes can be effectively evidenced. The ITE team work hard to develop supportive learning environments focused on developing trainees' 'self-confidence' and 'self-concept', both as teaching practitioners and independent Higher Education students. By embedding evidence-informed principles, the curriculum aims to deliver a comprehensive educational experience enabling trainees to become reflective, inspirational practitioners who proactively lead their own professional development, ensuring they remain at the forefront of innovative practice beyond their initial training year(s).

Resources to Support Outstanding Teaching and Learning

You will be provided with a reading list in your course handbook. There is an onsite library where all recommended reading texts are available. You will also be directed to a range of online sources of information throughout your programme to support your professional development. We highly recommend that you become a member of the Society for Education and Training, where you will have access to a vast range of free online resources, as well as opportunity to attend professional development courses.

1.8   Research and Employment-Informed Teaching and Learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

Professional Development

The ITE team are all highly qualified and experienced practitioners who are dedicated to maintaining their currency in practice through professional development.

Research and Scholarly Activity

Each member of the delivery team is engaged with research and scholarly activity, be that as part of a formalised qualification (Masters and Doctoral level) or as part of ongoing professional practice.

Each of the team have obtained a Fellowship of the Higher Education Academy where we have the following levels of Fellowship: Fellow, Senior Fellow and a recent application for Principal Fellow.

Industry Liaison and Engagement

We have high levels of engagement with industry with one of the team being chair of the Education and Training in FE trailblazer team which involves monthly engagement with other providers in the sector, such as the Institute for Apprenticeships and the Department for Education. Members of the team also work as external examiners in education programmes up to level 7.

1.9   Assessment and Feedback Strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ and the assessment guidance on the UCSD website https://www.ucsd.ac.uk/student-life/support/assessment-guidance/

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on https://www.ucsd.ac.uk/student-life/support/assessment-guidance/ and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course.

Assessment on the Level 4 Certificate in Education and Training is broken into the following assessment:

Assessment	Submission Mode
Teaching Practice Portfolio	OneFile
Assignment 1 – Planning in Education and Training	Online Moodle
Assignment 2 – Introduction to Education and Training: The Key Concepts	Online Moodle
Assignment 3 – Resources in Education and Training	Online Moodle
Assignment 4 –Assessment in Education and Training	Online Moodle
Assignment 5 – Education and Training in own Area of Specialism	Online Moodle

Assignment tutorial weeks are built into the timetable and all trainees can book one-to-one tutorials with the assignment tutor.

1.10　　Student Engagement in Ongoing Programme Development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole student body also acts as a Student Governor in South Devon College's governance structures to represent your views. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
Access to course literature/books is sparse.	The team have organised more books to be available and are looking at ways to make it easier for trainees on programme to sign out course specific books.
The portfolio on OneFile feels a bit overwhelming and confusing.	As from September 2023, the portfolio has been streamlined and is no longer stored on OneFile.

1.11　　Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/. By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/

The UCSD Student Support Hub https://www.ucsd.ac.uk/student-life/support/ is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. However, we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty,

but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

- **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years. Everyone will find the step up to Higher Education learning a challenge. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging.

There is a wealth of resources on the UCSD website https://www.ucsd.ac.uk/student-life/support/study-skills/ and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk . Sessions can be held face-to-face or on MS Teams.

- **HE Disability Team**

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty, we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit https://www.ucsd.ac.uk/student-life/support/disability-support

- **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies. We understand that students can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support.

For more information see https://www.ucsd.ac.uk/student-life/support/wellbeing-support/ or contact HEwellbeing@southdevon.ac.uk

- **HE Employability**

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see https://www.ucsd.ac.uk/employability-and-next-steps/ or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website https://www.ucsd.ac.uk/stepping-up-to-higher-education/ and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.12   Preparation for Employment, further academic study and personal development

By embedding evidence-informed principles, the curriculum aims to deliver a comprehensive educational experience enabling trainees to become reflective, inspirational practitioners who proactively lead their own professional development; ensuring they remain at the forefront of innovative practice beyond their initial training year(s).

All trainees are required to evidence that they meet the Education and Training Foundation 'Professional Standards', which provide a framework for teachers and trainers to critically appraise their own practice and improve their teaching through Continuing Professional Development (CPD). Ensuring trainees adhere to these professional standards, alongside legislative requirements such as those outlined within the Equality Act (2010), helps support the development of responsible, respectful and tolerant practitioners.

The development of trainees' subject pedagogy is also supported using additional mentor support and the use of targeted independent investigation. Additional 'transferable skills' developed within the curriculum that are useful to employers across a variety of jobs and industries include 'effective communication', 'working as part of a team', 'time management', 'organisation and management', 'critical thinking' and 'digital literacy'. It is also expected that initial teacher education programmes equip all trainee teachers with the skills to address the language, literacy and numeracy needs of their learners. To this end, minimum core standards are embedded and assessed throughout the curriculum.

1.13   Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate.   To find out more, visit https://www.ucsd.ac.uk/south-devon-graduate/

Higher-Level Academic Skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills, and behaviours.

Positive Personal Attributes for Your Future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability, and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment though initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-Ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready though work-based learning, placement activities and assessments that reflect the real world of work.

1.14 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

FHEQ level: 4

Employability Criteria	Definition	Programme Aims and Intended LOs	Units	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	All programme aims	All units	Teaching, Learning and Assessment in Education & Training	Professional development opportunities Wider professional practice	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	All programme aims	All units	All assessment	-	Engagement in UCSD Student Voice activities
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	All programme aims	All units – creation of resources	Teaching Practical Portfolio Assessment creation and submission	Option to study digital skills qualifications alongside programme	Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc.
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	All programme aims	All units	All assessment	-	SDC & UCSD Career Events
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	All programme aims	All units	All assessment	Tutorials and progress reviews	UCSD Employability Support and Personal Tutor Support

Criterion	Description					
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	All programme aims	Teaching practice units	Practical observations	Teaching practice	-
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	All programme aims	All units	All assessment	-	UCSD HE Study Skills Support Personal Tutor support
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	All programme aims	All units	All assessment	-	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	All programme aims	All units	All assessment	Additional offered CPD	Linkedin

Further information:

Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.

Extra employability-related activity will be recorded on the Employability Activity Form.

1.15   Regulations, Policy, and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information
https://www.ucsd.ac.uk/student-life/student-handbook/

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for UCSD can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1   Programme Details

Awarding Body:	Pearson Education
Delivery Institution	*South Devon College*
Accrediting Body:	*N/A*
Mode of Study:	Pearson Education
Final Award:	*Level 4 Certificate in Education and Training*
Programme Title:	*Level 4 Certificate in Education and Training*
Date of Programme Approval:	*July 2022*

2.2   Programme Aims

Link for Pearson's:
https://qualifications.pearson.com/en/qualifications/btec-specialist-and-professional-qualifications/teaching-training-and-education/btec-professional-education-training-l4.html

2.3   Programme Intended Learning Outcomes (ILO)

Programme intended learning outcomes will be aligned with the Knowledge, Skills and Behaviours from the standard and can be summarised below:

Knowledge and understanding
- On successful completion graduates should have developed:
- Knowledge and understanding of selected theories of teaching, learning and assessment
- Knowledge and understanding of communication theories, learning theories and theories of reflection
- Knowledge and understanding of legislation, ethics and standards
- Teaching, learning and assessment approaches
- Legislative and ethical boundaries
- Use of internal and external provision to support learners

Cognitive and intellectual skills
- On successful completion graduates should have developed:
- Independent study skills
- Reflective practice skills

Key and transferable skills
- On successful completion graduates should have developed the ability to:
- Interpersonal skills
- Intrapersonal skills
- Communication skills
- Independent study skills
- Reflective practice skills
- Practical teaching skills

Employment related skills
- On successful completion graduates should have developed:
- Teaching skills, knowledge and understanding to support development in their current role and/or support progression onto future employment.
- A wide range of interpersonal and intrapersonal skills are embedded in the programme, therefore there are a number of transferrable skills into other areas of employment.

Practical skills
- On successful completion graduates should have developed:
- Practical teaching skills

2.4 Progression Route(s) – what can you do next

Level 5 Learning and Skills Teacher Apprenticeship Standard

2.5 Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 5 Completion of a foundation or Bachelor's degree	Desirable, but not required
Level 3:	Required in specialist area of teaching (or equivalent)
Level 2: • GCSEs at Level 4 or above • Functional Skills Level 2	GCSE, Functional Skills or A-Levels English Maths
Work Experience:	Not required but would be desirable
Other non-standard awards or experiences:	Considered on application and subject to interview. Mature students with relevant professional experience within related field may be considered.
APEL / APCL[1] possibilities:	Considered on individual merit Some modules may be more applicable than others
Interview / Portfolio requirements:	Candidates will be invited for interview and required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully. Agreement on individual suitability will be required from employers where they are sponsoring candidates on this programme. All candidates will be required to complete initial literacy and numeracy assessments.
Disclosure Barring Service (DBS) enhanced clearance required:	Yes

2.6 Programme Structure

The following structure diagram(s) provides the current structure for this programme:

Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core / Optional
Level 4 Certificate in Education and Training					
1	Understanding Roles, Responsibilities and Relationships in Education and Training	3 (Level 3)	1 (or APL from AET)	All Year	Core
2	Planning to Meet the Needs of Learners in Education and Training	3 (Level 4)	1	All Year	Core
3	Delivering Education and Training	6 (Level 4)	1	All Year	Core
4	Assessing Learners in Education and Training	6 (Level 4)	1	All Year	Core
5	Using Resources for Education and Training	3 (Level 4)	1	All Year	Core
27	Teaching in a Specialist Area	15 (Level 4)	1	All Year	Core

3. Module Records

Unit Number	1	Unit Title	Understanding Roles, Responsibilities and Relationships in Education and Training	
Unit Ref Number	H/505/0053	GLH	12	
Credit Value	3	Level	3	
ASSESSED LEARNING OUTCOMES				
Learning Outcome 1: Understand the teaching role and responsibilities in education and training				
1.1	Explain the teaching role and responsibilities in education and training			
1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities			
1.3	Explain ways to promote equality and value diversity			
1.4	Explain why it is important to identify and meet individual learner needs			
Learning Outcome 2: Understand ways to maintain a safe and supportive learning environment				
2.1	Explain ways to maintain a safe and supportive learning environment			
2.2	Explain why it is important to promote appropriate behaviour and respect for others			
Learning Outcome 3: Understand the relationships between teachers and other professionals in education and training				
3.1	Explain how the teaching role involves working with other professionals			
3.2	Explain the boundaries between the teaching role and other professional roles			
3.3	Describe points of referral to meet the individual needs of learners			

Unit Number	2	Unit Title	Planning to Meet the Needs of Learners in Education and Training	
Unit Ref Number	A/505/1189	GLH	15	
Credit Value	3	Level	4	
ASSESSED LEARNING OUTCOMES				
Learning Outcome 1: Be able to use initial and diagnostic assessment to agree individual learning goals with learners				
1.1	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals			
1.2	Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners			
1.3	Record learners' individual learning goals			
Learning Outcome 2: Be able to plan inclusive teaching and learning in accordance with internal and external requirements				
2.1	Devise a scheme of work in accordance with internal and external requirements			
2.2	Design teaching and learning plans that meet the aims and individual needs of all learners and curriculum requirements			
2.3	Explain how own planning meets the individual needs of learners			

2.4	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners	
2.5	Identify opportunities for learners to provide feedback to inform inclusive practice	
Learning Outcome 3: Be able to implement the minimum core in planning inclusive teaching and learning		
3.1	Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning	
3.2	Apply minimum core elements in planning inclusive teaching and learning	
Learning Outcome 4: Be able to evaluate own practice when planning inclusive teaching and learning		
4.1	Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others	
4.2	Identify areas for improvement in own planning to meet the individual needs of learners	

Unit Number	3	Unit Title		Delivering Education and Training	
Unit Ref Number		M/505/1022	GLH	24	
Credit Value		6	Level	4	
ASSESSED LEARNING OUTCOMES					
Learning Outcome 1: Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements					
1.1	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners				
1.2	Create an inclusive teaching and learning environment				
1.3	Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements				
Learning Outcome 2: Be able to communicate with students and other learning professionals to promote learning and progression					
2.1	Analyse benefits and limitations of communication methods and media used in own area of specialism				
2.2	Use communication methods and media to meet individual student needs				
2.3	Communicate with other learning professionals to meet individual student needs and encourage progression				
Learning Outcome 3: Be able to use technologies in delivering inclusive teaching and learning					
3.1	Analyse benefits and limitations of technologies used in own area of specialism				
3.2	Use technologies to enhance teaching and meet individual student needs				
Learning Outcome 4: Be able to implement the minimum core when delivering inclusive teaching and learning					
4.1	Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning				
4.2	Apply minimum core elements in delivering inclusive teaching and learning				
Learning Outcome 5: Be able to evaluate own practice in delivering inclusive teaching and learning					

| 5.1 | Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others | |
| 5.2 | Identify areas for improvement in own practice in meeting the individual needs of learners | |

Unit Number	4	Unit Title	Assessing Learners in Education and Training
Unit Ref Number	F/505/1025	GLH	24
Credit Value	6	Level	4

ASSESSED LEARNING OUTCOMES	
Learning Outcome 1: Be able to use types and methods of assessment to meet the needs of individual learners	
1.1	Explain the purposes of types of assessment used in education and training	
1.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners	
1.3	Use types and methods of assessment to meet the individual needs of students	
1.4	Use peer- and self-assessment to promote students' involvement and personal responsibility in the assessment for, and of, their learning	
1.5	Use questioning and feedback to contribute to the assessment process	
Learning Outcome 2: Be able to carry out assessments in accordance with internal and external requirements	
2.1	Identify the internal and external assessment requirements and related procedures of learning programmes	
2.2	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current	
2.3	Conduct assessments in line with internal and external requirements	
2.4	Record the outcomes of assessments to meet internal and external requirements	
2.5	Communicate assessment information to other professionals with an interest in learner (student) achievement	
Learning Outcome 3: Be able to implement the minimum core when assessing students	
3.1	Analyse ways in which minimum core elements can be demonstrated in assessing learners (students)	
3.2	Apply minimum core elements in assessing learners (students)	
Learning Outcome 4: Be able to evaluate own assessment practice	
4.1	Review the effectiveness of own assessment practice, taking account of the views of learners (students) and others	
4.2	Identify areas for improvement in own assessment practice	

Unit Number	5	Unit Title	Using Resources for Education and Training

Unit Ref Number	L/505/1027	GLH	15	
Credit Value	3	Level	4	
ASSESSED LEARNING OUTCOMES				
Learning Outcome 1: Be able to use resources in the delivery of inclusive teaching and learning				
1.1	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners			
1.2	Use resources to promote equality, value diversity and meet the individual needs of learners			
1.3	Adapt resources to meet the individual needs of learners			
Learning Outcome 2: Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning				
2.1	Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning			
2.2	Apply minimum core elements when using resources for inclusive teaching and learning			
Learning Outcome 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 (students), taking account of the views of learners (students) and others			
3.2	Identify areas for improvement in own use of resources to meet the individual needs of learners (students)			