



**FAQ LEVEL 5 DIPLOMA IN**  
**EDUCATION AND**  
**TRAINING**

**EVIDENCE LOG**

Qualification Number: **601/0580/X**

Qualification Reference: **L5DET**



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# Assessment Principles

## 1. Assessment Principles

Please refer to the FutureQuals website ([www.futurequals.com](http://www.futurequals.com)) for the current version of the Assessment Principles and the latest version of the qualification specification for any specific Assessment Principles relating to this qualification.

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## Component 1: Teaching, learning and assessment in education and training

Component Reference Number: H/505/0912

Level: 4

Credit: 20

GL: 65

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand roles, responsibilities and relationships in education and training</b>			
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			
<b>2. Be able to use initial and diagnostic assessment to agree individual learning goals with learners</b>			
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			
<b>3. Be able to plan inclusive teaching and learning</b>			
3.1 Devise a scheme of work in accordance with internal and external requirements			
3.2 Design teaching and learning plans which respond to: <ul style="list-style-type: none"> <li>• the individual goals and needs of all learners; and</li> <li>• curriculum requirements.</li> </ul>			
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			
<b>4. Be able to create and maintain a safe, inclusive teaching and learning environment</b>			
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			
<b>5. Be able to deliver inclusive teaching and learning</b>			
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			
<b>6. Be able to assess learning in education and training</b>			
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			

<p>6.3 Use types and methods of assessment, including peer and self-assessment, to:</p> <ul style="list-style-type: none"> <li>• involve learners in assessment;</li> <li>• meet the individual needs of learners;</li> <li>• enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current; and</li> <li>• meet internal and external assessment requirements</li> </ul>			
<p>6.4 Use questioning and feedback to contribute to the assessment process</p>			
<p>6.5 Record the outcomes of assessments to meet internal and external requirements</p>			
<p>6.6 Communicate assessment information to other professionals with an interest in learner achievement</p>			
<p><b>7. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning</b></p>			
<p>7.1 Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning</p>			
<p>7.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning</p>			



**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			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 2: Developing teaching, learning and assessment in education and training

Component Reference Number: R/505/0923

Level: 5

Credit: 20

GL: 65

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Be able to investigate practice in own area of specialism</b>			
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			
<b>2. Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning</b>			
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: <ul style="list-style-type: none"> <li>• the needs of learners;</li> <li>• the delivery model; and</li> <li>• internal and external requirements</li> </ul>			
2.3 Design teaching and learning plans which take account of: <ul style="list-style-type: none"> <li>• the individual goals, needs and learning preferences of all learners; and</li> <li>• curriculum requirements</li> </ul>			

2.4 Identify opportunities for learners and others to provide feedback to inform inclusive practice			
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			
<b>3. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment</b>			
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			
<b>4. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning</b>			
4.1 Design resources that: <ul style="list-style-type: none"> <li>actively promote equality and value diversity; and</li> <li>meet the identified needs of specific learners</li> </ul>			
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			

4.4 Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression			
4.5 Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication			
<b>5. Be able to apply theories, models and principles of assessment to assessing learning in education and training</b>			
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: <ul style="list-style-type: none"> <li>• monitoring learners' achievement, attainment and progress;</li> <li>• setting learners' targets;</li> <li>• planning subsequent sessions; and</li> <li>• recording the outcomes of assessment</li> </ul>			
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			
<b>6. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning</b>			
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			
<b>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</b>			
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			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Component 3: Theories, principles and models in education and training

Component Reference Number: A/505/0818

Level: 5

Credit: 20

GL: 60

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand the application of theories, principles and models of learning in education and training</b>			
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			
<b>2. Understand the application of theories, principles and models of communication in education and training</b>			
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			

**Learner declaration of authenticity:**  
 I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component:**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 4: Wider professional practice and development in education and training

Component Reference Number: J/505/0837

Level: 5

Credit: 15

GL: 50

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand professionalism and the influence of professional values in education and training</b>			
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			
<b>2. Understand the policy context of education and training</b>			
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			
<b>3. Understand the impact of accountability to stakeholders and external bodies on education and training</b>			
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			
<b>4. Understand the organisational context of education and training</b>			
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			
<b>5. Be able to contribute to the quality improvement and quality assurance arrangements of an organisation</b>			
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			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Level 5 Diploma in Education and Training  
Summary of Achievement

Learner Name		FutureQuals Learner Number	
Centre Name		Centre Number	

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature
H/505/0912	Teaching, learning and assessment in education and training						
R/505/0923	Developing teaching, learning and assessment in education and training						
A/505/0818	Theories, principles and models in education and training						
J/505/0837	Wider professional practice and development in education and training						

Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date

## Level 5 Diploma in Education and Training Summary of Achievement – Optional Units

\*Must not be used alone – this sheet must be attached to a Mandatory Unit Summary of Achievement\*

Learner Name		FutureQuals Learner Number	
Centre Name		Centre Number	

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature

Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date





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