FAQ **LEVEL 4 CERTIFICATE IN**

EDUCATION AND TRAINING

OVERVIEW SPECIFICATION

Qualification Numbers: **601/0583/5 and C00/0583/0**

Qualification Reference: **L4CET**

FutureQuals®

01530 836662

AO@futurequals.com

futurequals.com

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Document Details and Version History

Document Details	
Document Name	FAQ Level 4 Certificate in Education and Training Overview Qualification Specification
Purpose of Document	To confirm requirements and provide guidance regarding the administration, delivery and assessment of this qualification.
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New Version Number	**Date Amended**	**Section/Page Number Amended**	**Details of Amendment(s)**

Introduction

Introduction to FutureQuals

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

Our Values

Visionary | Supportive | Innovative | Professional

Our Vision

"We envisage a place in which every Learner achieves their full potential."

Our Mission

"To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments."

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provides approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website: https://www.futurequals.com

Introduction to Qualification Specification

Welcome to the **FAQ Level 4 Certificate in Education and Training** Overview Qualification Specification.

The aim of this overview qualification specification is to outline the qualification requirements and provide guidance to FutureQuals Centres regarding the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents, including the full qualification specification, which contains detailed Component criteria and assessment information.

Publication Information

Every effort has been made to ensure that the information contained in this document is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. We, therefore, reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication.

Any changes and updates will be documented in the version history of this specification.

Qualification Information

Qualification Title:	FAQ Level 4 Certificate in Education and Training
Qualification Level:	4
Qualification Product Code:	L4CET
Qualification Numbers:	601/0583/5 and C00/0583/0
Qualification Type:	RQF
Regulated by:	Ofqual, CCEA and QiW

Purpose and Aims

The purpose of the **FAQ Level 4 Certificate in Education and Training** is to provide Learners with the skills, knowledge and understanding required to develop their practical teaching skills and prepare to work in a wide range of placements.

This qualification forms part of the FutureQuals Education, Training and Assessing Suite.

Qualification Size and Registration Length

Minimum credits required to achieve this qualification: **36, of which 21 must be at Level 4 or above**

Guided Learning (GL) for this qualification: **140 hours**

Total Qualification Time for this qualification (TQT): **360 hours**

Registration Length: **1 year**

Qualification Fees

Please visit our website for information on registration fees, applicable assessment resit fees or to view our *Fees and Pricing Policy*.

Funding Information

The **FAQ Level 4 Certificate in Education and Training** may be eligible for public funding, as determined by the Department for Education (DfE), Qualifications Wales and the Department for the Economy in Northern Ireland.

For information regarding potential sources of funding, please contact your local funding office.

Qualification Structure - Components, Rules of Combination and Requirements

To achieve the **FAQ Level 4 Certificate in Education and Training**, Learners must meet the rules of combination and follow all guidance relating to barred Components and Component order.

Group M - Mandatory Components					
Component Number	**Component Reference**	**Component Name**	**Credit Value**	**GLH**	**Component Level**
1	H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	3	12	3
2	M/505/0122	Delivering Education and Training	6	24	4
3	L/505/0127	Using Resources for Education and Training	3	15	4
4	F/505/0125	Assessing Learners in Education and Training	6	24	4
5	A/505/1189	Planning to Meet the Needs of Learners in Education and Training	3	15	4

Group O1 - Optional Components					
Component Number	**Component Reference**	**Component Name**	**Credit Value**	**GLH**	**Component Level**
6	H/601/5314	Assess Occupational Competence in the Work Environment	6	30	3
7	F/601/5319	Assess Vocational Skills, Knowledge and Understanding	6	30	3
8	A/502/9547	Develop and Prepare Resources for Learning and Development	6	25	4
9	M/502/9545	Develop Learning and Development Programmes	6	30	4
10	F/502/9551	Engage Learners in the Learning and Development Process	6	30	3
11	Y/502/9555	Engage with Employers to Develop and Support Learning Provision	6	25	3
12	D/502/9556	Engage with Employers to Facilitate Workforce Development	6	30	4

13	K/502/9544	Identify Individual Learning and Development Needs	3	24	3
14	H/502/9543	Identify the Learning Needs of Organisations	6	30	4
15	A/601/5321	Internally Assure the Quality of Assessment	6	45	4
16	A/502/9550	Manage Learning and Development in Groups	6	30	4
17	F/601/5322	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	6	45	4
18	T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	6	45	4
19	R/503/4852	Reading Skills for Literacy and Language Teaching	3	15	3
20	D/503/4854	Speaking and Listening Skills for Literacy and Language Teaching	3	15	3
21	K/503/4856	Writing Skills for Literacy and Language Teaching	3	15	3
22	A/503/4859	Using Mathematics: Personal and Public Life	6	30	3
23	F/503/4863	Using Mathematics: Professional and Vocational Contexts	6	30	3
24	T/503/4861	Using Mathematics: Academic Subjects	6	30	3
25	M/503/5376	Action Learning to Support Development of Subject Specific Pedagogy	15	50	5
26	T/503/5380	Action Research	15	50	5
27	F/505/0187	Assessment and Support for the Recognition of Prior Learning Through the Accreditation of Learning Outcomes	6	30	3
28	M/505/1089	Delivering Employability Skills	6	20	4
29	H/505/1090	Developing, Using and Organising Resources in a Specialist Area	15	50	5
30	Y/503/5310	Effective Partnership Working in the Learning and Teaching Context	15	50	4
31	Y/503/5789	Equality and Diversity	6	25	4

32	K/505/1091	Evaluating Learning Programmes	3	15	4
33	L/503/5384	Inclusive Practice	15	50	4
34	J/505/0188	Preparing for the Coaching Role	3	15	4
35	L/505/0189	Preparing for the Mentoring Role	3	15	4
36	T/505/1093	Preparing for the Personal Tutoring Role	3	15	4
37	L/504/0231	Principles and Practice of Lip-reading Teaching	12	48	4
38	R/504/0229	Specialist Delivery Techniques and Activities	9	30	4
39	J/505/1096	Teaching in a Specialist Area	15	50	4
40	Y/505/1099	Understanding and Managing Behaviours in a Learning Environment	6	20	4
41	L/505/1102	Understanding and Managing Behaviours in a Learning Environment	6	20	5
42	D/505/1105	Working with the 14-19 Age Range in Education and Training	9	30	4

Rules of Combination - Learners must achieve a minimum of 36 credits. They must complete 21 credits from *Group M - Mandatory Components* and 15 credits from *Group O1 - Optional Components*. A minimum of 21 credits must be at Level 4 or above.

Barred Components - There are no barred Components in this qualification.

Component Order - The order in which Components are to be taught is at the discretion of individual Centres.

Qualification Assessment

The purpose of assessment is to ensure that effective learning has taken place and to provide Learners with the opportunity to present evidence demonstrating how they have met the learning outcomes and assessment criteria.

Method of Assessment

Method of assessment: Portfolio of evidence.

The following assessment methods and materials, developed by FutureQuals, **must** be used for assessment of the **FAQ Level 4 Certificate in Education and Training:**

- *FAQ Level 4 Certificate in Education and Training Evidence Log*

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

Detailed information relating to Component-specific assessments and assessment methods for the **FAQ Level 4 Certificate in Education and Training** can be found within the relevant Component specification of the full qualification specification.

All evidence produced by the Learner must be their own.

Assessment Principles

FutureQuals will always publish Assessment Principles, whether they have been developed by a Sector Skills Council (SSC) or are FutureQuals' own. The latest version of the generic FutureQuals Assessment Principles is available on the FutureQuals website and should be used in conjunction with any qualification-specific Assessment Principles.

You can view the *FutureQuals Assessment Principles* here:
https://www.futurequals.com/assets/AssessmentPrinciples.pdf

Any qualification-specific assessment principles and requirements are either reproduced in this specification or set out in the external guidance referenced in this specification.

The **FAQ Level 4 Certificate in Education and Training** must be assessed according to the *FutureQuals Assessment Principles* and The Education and Training Foundation: Guidance for Qualifications in Education and Training.

Grading

The overall qualification is graded as a Pass or Fail.

Qualification Resources

Learning Resources, Assessments and Sample Assessments

In support of delivering the **FAQ Level 4 Certificate in Education and Training**, FutureQuals has created the following resources and sample assessments:

- *FAQ Level 4 Certificate in Education and Training Overview Qualification Specification*
- *FAQ Level 4 Certificate in Education and Training Full Qualification Specification*
- *FAQ Level 4 Certificate in Education and Training Evidence Log*

The Head of Centre (and staff authorised by the HoC) at Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing the full qualification specification and the Evidence Log.

Learner Requirements and Information

Entry Requirements

Learners must:

- be 19 years of age (or older) on the first day of teaching

There are no formal qualification entry requirements that Learners must complete prior to completing the qualification. Learners will, however, need to have minimum core skills in literacy, numeracy and ICT to successfully complete the qualification. Initial assessment of minimum core skills may be carried out for all Learners commencing the qualification.

Reasonable Adjustments and Special Considerations

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

Identification Requirements

It is a Centre's responsibility to confirm the identity of a Learner as part of its registration process, and for any online assessments.

The following are acceptable examples of proof of a Learner's identity:

- a valid passport (any nationality)
- a national identity card issued by an EU country
- a Gibraltar identity card
- a signed UK photocard driving licence
- a valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g., employee ID card (must be current employer), student ID card or a travel card

Learner Authenticity

It is a regulatory requirement that assessment evidence is authenticated as the work of the named Learner. Therefore, FutureQuals requires that a declaration of authenticity is signed by the Learner for each assessment submitted (this includes e-portfolio systems). If an assessment is conducted online through the XAMS Platform, Learners will also be asked to declare that the assessment attempt is their own.

If a Centre uses their own pre-approved version of a FutureQuals evidence log, the same information must be captured as in the FutureQuals-issued evidence log, i.e., the assessment method, evidence reference, the Assessor's decision (including the signature and date to evidence completion of assessment) and the Learner's declaration of authenticity. The Learner must sign and date the declaration.

Recognition of Prior Learning (RPL)

RPL is a method of assessing and validating learning, achievement or credit that considers whether a Learner can demonstrate they meet the assessment requirements for a Component. This may be through knowledge, understanding or skills they already possess.

Provided the assessment requirements of a given Component or qualification have been met, the use of RPL is acceptable for the achievement of a Component(s) or a whole qualification. For further information, Centres should refer to the *FutureQuals Recognition of Prior Learning Policy* which can be found on the FutureQuals website.

Certificate Verification

All our paper certificates and e-certificates now contain a unique QR code, either printed or embedded.

The authenticity of a certificate can be securely verified using the FutureQuals Secure Online Verification Service, which can be accessed via our website or by following this direct link:

https://qmis.futurequals.com/Certification/CertificateValidator/FindCertificateToValidate

Requalification

Once awarded, the **FAQ Level 4 Certificate in Education and Training** certificate does not have a specific period of validity. However, as an evolving subject area, periodically retaking the qualification will help to ensure that individuals are working with the most up-to-date information.

Progression Opportunities

This qualification can support progression to the FAQ Level 5 Diploma in Teaching (FE and Skills).

Centre Requirements and Information

Legal Requirements

Approved Centres are responsible for ensuring that:

• the learning environment is safe for all Learners; risk assessments are in place and that health and safety is responsibly managed
• all aspects of GDPR are met
• Learners are able to progress in a respectful environment, free from bullying and harassment
• all safeguarding requirements are met
• all Learners are told how to find and use their Centre's safeguarding, data protection, equality and diversity and appeals policies/processes/procedures.

Workforce Requirements

In order to deliver, assess and quality assure the **FAQ Level 4 Certificate in Education and Training**, Centres must first have applied for, and received, approval to offer the qualification.

Centres must have in place appropriately experienced and qualified staff. This includes Tutors, Assessors, Invigilators and Internal Quality Assurers (IQAs). All workforce requirements can be found in The Education and Training Foundation: Guidance for Qualifications in Education and Training.

Component Specifications – Mandatory Components

Component 1: Understanding Roles, Responsibilities and Relationships in Education and Training

Component Reference Number: H/505/0053

Credit Value: 3
GL: 12 hours
Level: 3

Component Summary

The purpose of this Component is to enable Learners to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training. It includes responsibility for maintaining a safe and supportive learning environment for their Learners.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the teaching role and responsibilities in education and training	Teaching roles and responsibilities
	Legislation, regulatory requirements and codes of practice
	Promoting equality and valuing diversity
	Meeting individual Learner needs
2. Understand ways to maintain a safe and supportive learning environment	Maintaining a safe and supportive learning environment
	Promoting appropriate behaviour and respect
3. Understand the relationships between teachers and other professionals in education and training	Working with other professionals
	Role boundaries
	Points of referral to support Learner needs

Component 2: Delivering Education and Training

Component Reference Number: M/505/0122

Credit Value: 6
GL: 24 hours
Level: 4

Component Summary

The purpose of this Component is to enable Learners to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with Learners and to evaluate own delivery practice. It provides the Learner with an understanding of how technology can enhance teaching and learning and covers expectations in relation to the minimum core in delivering inclusive teaching and learning.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements	Effectiveness of teaching and learning approaches in meeting Learner needs
	Inclusive teaching and learning environments
	Inclusive teaching and learning practice
2. Be able to communicate with Learners and other learning professionals to promote learning and progression	Communication methods and media
	Using communication to meet Learner needs
	Working with learning professionals
3. Be able to use technologies in delivering inclusive teaching and learning	Benefits and limitations of technologies
	Technology for learning enhancement
4. Be able to implement the minimum core when delivering inclusive teaching and learning	Demonstrating minimum core in teaching
	Applying minimum core
5. Be able to evaluate own practice in delivering inclusive teaching and learning	Evaluating own practice
	Improving practice

Component 3: Using Resources for Education and Training

Component Reference Number: L/505/0127

Credit Value: 3
GL: 15 hours
Level: 4

Component Summary

The purpose of this Component is to enable Learners to analyse, use, adapt and evaluate resources that support inclusive teaching and learning. It supports Learners to use resources effectively to meet individual Learner needs, promote equality and value diversity. The Component also covers the application of minimum core elements when using resources and the evaluation of own practice to identify areas for improvement.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Be able to use resources in the delivery of inclusive teaching and learning	Effectiveness of resources
	Equality, diversity and meeting Learner needs
	Adapting resources to meet Learner needs
2. Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning	Minimum core in resource use
	Applying minimum core for inclusive teaching and learning
3. Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	Reviewing effectiveness of resource use to meet Learner needs
	Improving resource use

Component 4: Assessing Learners in Education and Training

Component Reference Number: F/505/0125

Credit Value: 6
GL: 24 hours
Level: 4

Component Summary

The purpose of the Component is to enable the Learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing Learners in lifelong learning.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Be able to use types and methods of assessment to meet the needs of individual Learners	Purposes of assessment types
	Effectiveness of assessment methods
	Using assessment methods to meet Learner needs
	Peer and self-assessment
	Questioning and feedback in assessment
2. Be able to carry out assessments in accordance with internal and external requirements	Assessment requirements and procedures
	Producing valid, reliable, sufficient, authentic and current evidence
	Conducting assessments to requirements
	Record assessment outcomes
	Communicating assessment information to other professionals
3. Be able to implement the minimum core when assessing Learners	Minimum core in assessment
	Applying minimum core
4. Be able to evaluate own assessment practice	Reviewing assessment practice
	Improving assessment practice

Component 5: Planning to Meet the Needs of Learners in Education and Training

Component Reference Number: A/505/1189

Credit Value: 3
GL: 15 hours
Level: 4

Component Summary

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

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Be able to use initial and diagnostic assessment to agree individual learning goals with Learners	Role of initial and diagnostic assessment
	Negotiating and agreeing Learner needs
	Record learning goals
2. Be able to plan inclusive teaching and learning in accordance with internal and external requirements	Schemes of work
	Teaching and learning plans
	Meeting Learner needs
	Adapting plans to meet the individual needs of Learners
	Opportunities for Learner feedback
3. Be able to implement the minimum core in planning inclusive teaching and learning	Demonstrating the minimum core
	Applying minimum core elements
4. Be able to evaluate own practice when planning inclusive teaching and learning	Reviewing own practice
	Identifying areas to improve

Component Specifications – Group O1 Optional Components

Component 6: Assess Occupational Competence in the Work Environment

Component Reference Number: H/601/5314

Credit Value: 6
GL: 30 hours
Level: 3

Component Summary

The purpose of this Component is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment.

Relationship to Apprenticeship Standards/Certificate/National Occupational Standards

Learning and Development NOS Standard 9: Assess Learner Achievement.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be performance evidence for the following assessment methods:

- Observation of performance in the work environment
- Examining products of work
- Questioning the Learner

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods:

- Discussing with the Learner
- Use of others (witness testimony)
- Looking at Learner statements
- Recognising prior learning

The Trainee Assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

There must be evidence of the Trainee Assessor carrying out at least two assessments of two Learners' occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this Component must not come from assessing another Trainee Assessor who is, in turn, assessing someone else. In gathering evidence, an unqualified Trainee Assessor is not allowed to assess competence in another unqualified Assessor.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Be able to plan the assessment of occupational competence	Plan assessment of occupational competence
	Purpose, requirements and processes
	Addressing Learner needs
	Opportunities for holistic assessment
2. Be able to make assessment decisions about occupational competence	Valid, fair and reliable assessment
	Assessment decisions against specified criteria
	Standardisation procedures
	Feedback to Learners
3. Be able to provide required information following the assessment of occupational competence	Maintain records
	Making assessment information available
	Confidentiality procedures
4. Be able to maintain legal and good practice requirements when assessing occupational competence	Policies, procedures and legislation for assessment of occupational competence
	Equality and diversity
	Evaluate own work
	Maintain expertise and competence

Component 7: Assess Vocational Skills, Knowledge and Understanding

Component Reference Number: F/601/5319

Credit Value: 6
GL: 30 hours
Level: 3

Component Summary

The aim of this Component is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding in the work environment.

Relationship to Apprenticeship Standards/Certificate/National Occupational Standards

Learning and Development NOS Standard 9: Assess Learner achievement.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

Evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the Component. As a minimum, there must be performance evidence for at least three of the following assessment methods:

- Assessments of the Learner in simulated environments
- Skills tests
- Oral and written questions
- Assignments
- Projects
- Case studies
- Recognising prior learning

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods. The Trainee Assessor's performance evidence must be assessed by observation, examining the products of work and questioning or professional discussions.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

There must be evidence of the Trainee Assessor carrying out at least two assessments of two Learners' skills, knowledge and understanding (four assessments in total).

The Component does not require the design of assessments. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Be able to prepare assessments of vocational skills, knowledge and understanding	Methods to assess vocational skills, knowledge and understanding
	Resources and conditions
	Purpose, requirements and processes
2. Be able to carry out assessments of vocational skills, knowledge and understanding	Manage assessments
	Support Learners
	Analyse evidence
	Assessment decisions
	Standardisation procedures
	Feedback to Learners
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding	Maintaining records
	Making assessment information available
	Confidentiality procedures
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	Policies, procedures and legislation for assessment of vocational skills
	Equality and diversity
	Evaluate own work
	Maintain expertise and competence

Component 8: Develop and Prepare Resources for Learning and Development

Component Reference Number: A/502/9547

Credit Value: 6
GL: 25 hours
Level: 4

Component Summary

The aim of this Component is to assess competence in developing and preparing resources to support learning and development.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand principles underpinning development and preparation of resources for learning and development	Resource selection principles
	Factors in developing resources
	Technology in resource development
2. Be able to develop resources to meet learning and development needs	Agreeing Learner needs
	Preparing inclusive and compliant resources
	Adapting resources and using technology
	Preparing guidance for resource use
	Evaluating resource suitability

Component 9: Develop Learning and Development Programmes

Component Reference Number: M/502/9545

Credit Value: 6
GL: 30 hours
Level: 4

Component Summary

The purpose of this Component is to assess a learning and development Practitioner's competence in developing learning and development programmes. It does not include the detailed preparation or implementation of the programme.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the principles underpinning the development of learning and development programmes	Objectives of programmes
	Factors impacting on development, delivery, assessment and accreditation
	Learner involvement in programme development
	Risks in programme development
	Methodologies to monitor and evaluate programmes
2. Be able to develop learning and development programmes	Identifying learning outcomes
	Planning learning programmes
	Planning assessment approaches
	Producing resources for programmes
3. Be able to review learning and development programmes	Evaluating programme outcomes
	Evaluating delivery and assessment
	Improving programmes

Component 10: Engage Learners in the Learning and Development Process

Component Reference Number: F/502/9551

Credit Value: 6
GL: 30 hours
Level: 3

Component Summary

The purpose of this Component is to assess a learning and development Practitioner's competence in assisting Learners to become engaged and involved in their own learning and development process. It includes knowledge and understanding of the role of mentoring but does not include the development of specific mentoring skills. Although it implies assistance and support for the Learner, the Component is not about learning support. This also includes working with the Learner to review their progress.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand principles and purpose of engaging Learners in learning and development	Principles of Learner engagement
	Processes and activities for engagement
	Information and advice for Learners
	Learner motivation
	Overcoming barriers to learning
	Engaging Learners in progress review
2. Understand the role of mentoring in facilitating learning	Mentoring for engagement and motivation
	Role and characteristics of mentors
	Analysing mentoring relationships
3. Be able to assist and engage the Learner in the learning and development process	Working relationships with Learners
	Encouraging Learner responsibility
	Providing information and advice to Learners
4. Be able to assist the Learner in reviewing their own progress	Reviewing progress with Learners
	Providing constructive feedback
	Enabling Learners to give feedback
	Analysing progress and achievement
	Adapting learning plans to meet future need

Component 11: Engage with Employers to Develop and Support Learning Provision

Component Reference Number: Y/502/9555

Credit Value: 6
GL: 25 hours
Level: 3

Component Summary

The purpose of this Component is to assess a learning and development Practitioner's competence in working with employers to provide learning and development opportunities. Opportunities might include work experience placements, apprenticeship programmes and mentoring.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand information relating to employers developing provision for Learners	Information sources on employers and sectors
	Learning provision for employers
	Legal requirements for employers' provision for Learners
2. Understand how to engage with employers for the benefit of Learners	First contact with employers
	Evaluating employers' level of interest
	Strategies to overcome employers' concerns
	Supporting employers to provide learning
	Communication channels with employers
3. Be able to engage with employers for the benefit of Learners	Informing and advising employers about learning requirements
	Advising and assisting employers delivering learning opportunities
	Channels of communication for employer feedback on Learner progress
4. Be able to evaluate the effect of employer provision on the Learner and partner organisation	Impact on learning outcomes
	Impact on partner organisations

Component 12: Engage with Employers to Facilitate Workforce Development

Component Reference Number: D/502/9556

Credit Value: 6
GL: 30 hours
Level: 4

Component Summary

The purpose of this Component is to assess a Practitioner's competence in designing and delivering learning and development solutions to businesses.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the opportunities available for workforce development	National approaches to workforce development
	Workforce development in a business context
	Funding for workforce development
2. Understand how to engage with employers to promote workforce development	Employer and sector information
	Employer interest in workforce development
	Engaging employers in workforce development
3. Understand how to design learning and development opportunities in the workplace	Employee motivation for learning
	Designing Learner solutions for employers
	Comparing learning programmes
4. Understand how to facilitate learning and development opportunities in the workplace	Support and resources from stakeholders
	Overcoming barriers to learning
	Supporting staff delivering learning
	Impact on employees and businesses
5. Be able to engage with employers on workforce development issues	Researching employer needs
	Reporting employee development needs
6. Be able to work with employers to facilitate workforce development solutions	Informing and advising employer on solutions
	Reviewing workforce development needs
	Proposing workforce solutions

	Processes to develop and support the workforce within a business partnership
	Evaluating workforce development for quality improvement
	Measuring business impact

Component 13: Identify Individual Learning and Development Needs

Component Reference Number: K/502/9544

Credit Value: 3
GL: 24 hours
Level: 3

Component Summary

The purpose of this Component is to assess a learning and development Practitioner's understanding of and competence in carrying out a learning or training needs analysis for an individual.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the principles and practices of learning needs analysis for individuals	Principles and practices of learning needs analysis
	Factors influencing learning needs
	Methods for assessing learning needs
2. Be able to conduct learning needs analysis for individuals	Agreeing learning needs analysis with individuals
	Assessing current achievement and potential
	Communicating learning needs to Learners
3. Be able to agree individual learning and development needs	Agreeing and prioritising learning needs
	Advising individuals about learning options

Component 14: Identify the Learning Needs of Organisations

Component Reference Number: H/502/9543

Credit Value: 6
GL: 30 hours
Level: 4

Component Summary

The purpose of this Component is to assess a learning and development Practitioner's competence in carrying out a learning or training needs analysis for an organisation.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the principles and practices of learning needs analysis for organisations	Principles and practice of needs analysis
	Factors influencing identification
	Importance of support and commitment
	Learning needs analysis methodologies
2. Be able to conduct learning needs analysis for the organisation	Confirming the purpose and aims
	Selecting the methodology
	Applying the methodology
	Analysing needs
	Communicating findings
3. Be able to agree organisational learning and development plans with relevant people	Presenting recommendations
	Reviewing and revising priorities

Component 15: Internally Assure the Quality of Assessment

Component Reference Number: A/601/5321

Credit Value: 6
GL: 45 hours
Level: 4

Component Summary

The purpose of this Component is to assess a Learner IQA's competence in assuring the quality of assessment from within an assessment centre or organisation.

Relationship to Apprenticeship Standards/Certificate/National Occupational Standards

Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

Evidence for all learning outcomes must come from performance in the work environment. All learning outcomes in this Component must be assessed using methods appropriate to the Learner IQA's performance.

These must include:

- Observation of performance
- Examining products of work
- Questioning

Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony. Simulations are not allowed.

In gathering evidence, an unqualified Trainee IQA is not allowed to internally quality assure the work of another unqualified IQA. Primary evidence for the learning outcomes and assessment criteria must come from the Learner monitoring and quality assuring the work of two Assessors, each with a minimum of two Learners of their own through components of a qualification.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to plan the internal quality assurance of assessment	Plan monitoring activities
	Arrangements for internal monitoring activities
2. Be able to internally evaluate the quality of assessment	Internal monitoring activities
	Evaluate assessor expertise and competence
	Evaluate planning and preparation
	Determine assessment method validity
	Assessment decisions and specified criteria
	Compare assessor decisions
3. Be able to internally maintain and improve the quality of assessment	Assessor feedback, advice and support
	Standardisation procedures
4. Be able to manage information relevant to the internal quality assurance of assessment	Recording, storing and reporting information
	Maintaining confidentiality
5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment	Policies, procedures and legislation
	Equality, diversity and bilingualism
	Reflect on own practice
	Maintain expertise and competence

Component 16: Manage Learning and Development in Groups

Component Reference Number: A/502/9550

Credit Value: 6
GL: 30 hours
Level: 4

Component Summary

The purpose of this Component 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.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the principles and practices of managing learning and development in groups	Characteristics of group environments
	Strategies to manage group behaviour
	Management techniques to facilitate delivery
	Involving Learners in managing their learning
	Risks when managing learning in groups
	Managing barriers to learning in groups
2. Be able to manage group learning and development environments	Facilitating group communication and collaboration
	Motivating group and individual learning
	Consulting and adapting learning environments
	Managing risks in group learning
3. Be able to apply methodologies to manage learning and development in groups	Agreeing learning and development objectives
	Adapting delivery methods and resources
	Managing learning strategies and delivery methods to reflect changing requirements
	Advising Learners to decide future needs
	Equality, diversity and inclusion

4. Be able to manage learning and development in groups to comply with legal and organisational requirements	Safety, health, wellbeing and security
	Learner and organisation confidentiality
	Maintaining records

Component 17: Understanding the Principles and Practices of Externally Assuring the Quality of Assessment

Component Reference Number: F/601/5322

Credit Value: 6
GL: 45 hours
Level: 4

Component Summary

The purpose of this Component is to assess a Learner's knowledge and understanding of the principles and practices of external quality assurance of assessment.

Relationship to National Occupational Standards

Learning and Development NOS Standard 12: Externally monitor and maintain the quality of assessment.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

All learning outcomes in this Component must be assessed using methods appropriate to the assessment of knowledge and understanding. In gathering evidence, an unqualified External Quality Assurer is not allowed to assess another unqualified External Quality Assurer.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the context and principles of external quality assurance	Functions of external quality assurance
	Key concepts and principles
	Roles of Practitioners
	Regulations and requirements
2. Understand how to plan the external quality assurance of assessment	Importance of planning and preparing
	Content of plan
	Preparations for external quality assurance
	Adapting to customer needs
	Procedures for external monitoring and evaluation

3. Understand how to externally evaluate the quality of assessment and internal quality assurance	Requirements for external monitoring and evaluation
	Techniques for assessment evidence sampling
4. Understand how to externally maintain and improve the quality of assessment	Types of feedback, support and advice for internal assessment and quality assurance staff
	Standardisation requirements
	Importance of feedback, support and advice to internal assessment and quality assurance staff
	Procedures regarding assessment disputes
5. Understand how to manage information relevant to external quality assurance	Information management, data protection and confidentiality
6. Understand the legal and good practice requirements relating to external quality assurance	Legal issues, policies and procedures
	Contribution of technology
	Equality, diversity and bilingualism
	Reflective practice and CPD

Component 18: Understanding the Principles and Practices of Internally Assuring the Quality of Assessment

Component Reference Number: T/601/5320

Credit Value: 6
GL: 45 hours
Level: 4

Component Summary

The purpose of this Component is to assess a Learner's knowledge of the principles and practices of quality assurance in a learning and development context.

Relationship to Apprenticeship Standards/Certificate/National Occupational Standards

Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

All learning outcomes in this Component must be assessed using methods appropriate to the assessment of knowledge and understanding. In gathering evidence, an unqualified trainee IQA is not allowed to internally quality assure the work of another unqualified IQA.

Evidence for this Component could take the form of:

- Written statements or answers by the Learner Internal Quality Assurer (IQA)
- Oral statements or answers by the Learner Internal Quality Assurer (IQA)
- Discussions between the Learner IQA and their own assessor
- Assignments
- Projects

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the context and principles of internal quality assurance	Internal quality assurance in learning and development
	Key concepts and principles
	Roles of Practitioners

	Regulations and requirements
2. Understand how to plan the internal quality assurance of assessment	Importance of planning and preparing
	Content of plan
	Preparations for internal quality assurance
3. Understand techniques and criteria for monitoring the quality of assessment internally	Techniques for sampling evidence of assessment
	Criteria for judging assessment process
4. Understand how to internally maintain and improve the quality of assessment	Types of feedback, support and advice for Assessors
	Standardisation requirements
	Procedures regarding assessment disputes
5. Understand how to manage information relevant to the internal quality assurance of assessment	Information management, data protection and confidentiality
6. Understand the legal and good practice requirements for the internal quality assurance of assessment	Legal issues, policies and procedures
	Contribution of technology
	Reflective practice and CPD
	Equality, diversity and bilingualism

Component 19: Reading Skills for Literacy and Language Teaching

Component Reference Number: R/503/4852

Credit Value: 3
GL: 15 hours
Level: 3

Component Summary

The purpose of this Component is to provide Learners with the knowledge and skills to read and respond to written texts.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to read written texts	Selecting texts for specific purposes
	Reading skills
	Linguistic devices
2. Be able to respond to written texts	Utilising results of own reading
	Producing records of own interpretations

Component 20: Speaking and Listening Skills for Literacy and Language Teaching

Component Reference Number: D/503/4854

Credit Value: 3
GL: 15 hours
Level: 3

Component Summary

The purpose of this Component is to provide Learners with the knowledge and skills to present, listen and respond to non-verbal and verbal information.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Be able to present information	Linguistic strategies and techniques
	Expressing information clearly and coherently
2. Be able to listen and respond to non-verbal and verbal information	Types of non-verbal communication
	Using and responding to non-verbal communication
	Listening critically to verbal information
	Indicating understanding of verbal information
	Identifying speakers' intentions
	Responding to verbal information

Component 21: Writing Skills for Literacy and Language Teaching

Component Reference Number: K/503/4856

Credit Value: 3
GL: 15 hours
Level: 3

Component Summary

The purpose of this Component is to provide Learners with the knowledge and writing skills to prepare and produce written texts.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to prepare written texts	Planning texts according to audience, purpose and situation
	Drafting written texts at text, sentence and word level
2. Be able to produce written texts	Writing fluently, coherently and cohesively
	Writing accurately and legibly according to purpose
	Editing and proofreading texts

Component 22: Using Mathematics: Personal and Public Life

Component Reference Number: A/503/4859

Credit Value: 6
GL: 30 hours
Level: 3

Component Summary

The purpose of this Component is to provide Learners with the opportunity to develop skills to interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in personal and public life.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Be able to interpret mathematical situations in personal and public life	The role of models
	Analysing situations for mathematical information and problems
	Mathematical methods, operations and tools
2. Be able to process mathematical problems in personal and public life	Analysing mathematical procedures
	Examining mathematical patterns
	Changing values and assumptions
	Extended logic and multi-step structured processes
3. Be able to analyse mathematical findings from personal and public life	Analysing the accuracy and reliability of findings
	Interrogating conclusions for errors
	Interpreting findings to draw conclusions
4. Be able to use mathematical communication in personal and public life	Selecting mathematical language for debate
	Mathematical communication techniques
	Presenting mathematical processing
	Describing findings using mathematical communication skills

Component 23: Using Mathematics: Professional and Vocational Contexts

Component Reference Number: F/503/4863

Credit Value: 6
GL: 30 hours
Level: 3

Component Summary

The purpose of this Component is to provide Learners with the opportunity to develop skills to interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in professional and vocational contexts.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Be able to interpret mathematical situations in professional and vocational contexts	The role of models
	Analysing situations for mathematical information and problems
	Mathematical methods, operations and tools
2. Be able to process mathematical problems in professional and vocational contexts	Analysing mathematical procedures
	Examining mathematical patterns
	Changing values and assumptions
	Extended logic and multi-step structured processes
3. Be able to analyse mathematical findings from professional and vocational contexts	Analysing the accuracy and reliability of findings
	Interrogating conclusions for errors
	Interpreting findings to draw conclusions
4. Be able to use mathematical communication in professional and vocational contexts	Selecting mathematical language for debate
	Mathematical communication techniques
	Presenting mathematical processing
	Describing findings using mathematical communication skills

Component 24: Using Mathematics: Academic Subjects

Component Reference Number: T/503/4861

Credit Value: 6
GL: 30 hours
Level: 3

Component Summary

The purpose of this Component is to assess the ability of Learners to interpret mathematical situations, process problems, analyse mathematical findings and use mathematical communication in academic subjects.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to interpret mathematical situations in academic subjects	The role of models
	Analysing situations for mathematical information and problems
	Mathematical methods, operations and tools
2. Be able to process mathematical problems in academic subjects	Analysing mathematical procedures
	Examining mathematical patterns
	Changing values and assumptions
	Extended logic and multi-step structured processes
3. Be able to analyse mathematical findings from academic subjects	Analysing the accuracy and reliability of findings
	Interrogating conclusions for errors
	Interpreting findings to draw conclusions
4. Be able to use mathematical communication in academic subjects	Selecting mathematical language for debate
	Mathematical communication techniques
	Presenting mathematical processing
	Describing findings using mathematical communication skills

Component 25: Action Learning to Support Development of Subject Specific Pedagogy

Component Reference Number: M/503/5376

Credit Value: 15
GL: 50 hours
Level: 5

Component Summary

The purpose of this Component is to enable Learners to investigate an area of interest related to the teaching of their own subject specialist area. It includes selecting and justifying a relevant area of interest, using appropriate research methodology, reviewing current relevant literature and evaluating other subject specialists. It also involves engaging with peers, evaluating strengths and areas for development in own practice, and presenting findings clearly and objectively.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand how to identify an area of interest related to practice in own subject specific area	Justifying selection of an area of interest
	Improving subject specific pedagogy
2. Be able to investigate current good practice in own subject specific area	Justifying sources for investigation
	Reviewing current literature
	Evaluating practice of subject specialists
3. Be able to work with others to improve own skills in reflective practice	Engaging in professional debate
	Engaging in reflection with peers
4. Be able to evaluate own practice in a subject specific area	Identifying strengths and areas to improve
	Evaluating the impact on own practice of new learning
5. Be able to apply learning from investigation of an area of interest to own practice in a subject specific area	Justifying selected areas for development
	Evaluating benefits of changes to practice
	Reporting findings

6. Be able to present findings from investigation of an area of interest in own subject specific area	Justifying conclusions
	Justifying recommendations

Component 26: Action Research

Component Reference Number: T/503/5380

Credit Value: 15
GL: 50 hours
Level: 5

Component Summary

The purpose of this Component is 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.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the purpose and nature of action research	Purpose of action research
	Features of the action research process
	Implications of models of action research
2. Be able to initiate action research	Justifying choice of an area of practice
	Planning an intervention strategy
	Justifying intervention strategy and timescales
	Observing ethical, political and confidentiality considerations
	Implementing an intervention strategy
3. Understand ways of carrying out action research	Evaluating methods for action research
	Evaluate data collection methods
	Review data analysis methods
4. Be able to carry out action research	Using literature for action research
	Justifying methods for action research
	Collecting data
	Analysing data
	Presenting data
	Drawing conclusions
	Reporting findings and conclusions

5. Be able to present the outcomes of action research	Justifying recommendations
6. Be able to evaluate own practice in relation to action research	Analysing own practice
	Identifying strengths and areas to improve
	Planning improvement of skills

Component 27: Assessment and Support for the Recognition of Prior Learning Through the Accreditation of Learning Outcomes

Component Reference Number: F/505/0187

Credit Value: 6
GL: 30 hours
Level: 3

Component Summary

The purpose of this Component is to provide Learners with the understanding and ability to provide guidance for, promote and undertake practice related to recognition and accreditation of prior learning.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to promote understanding of recognition and accreditation of prior learning with external stakeholders	Describing models of recognition
	External stakeholder support for professional skills and competencies
	Processes, procedures and criteria for recognition of prior learning
2. Understand how to provide guidance for Learners	Procedures for providing professional guidance
	Importance of Learner ownership of the recognition process
3. Be able to support Learners to recognise prior learning and achievement	Providing guidance on target qualifications
	Evidence requirements for learning outcomes, assessment criteria and verification
	Supporting Learners to collect and present evidence
4. Be able to assess evidence presented by Learners	Assessment and quality assurance consistency
	Judging evidence against learning outcomes
	Provide feedback to Learners
	Maintaining assessment records
	Evaluating recognition process experiences

5. Be able to evaluate and improve practice	Identifying improvements to practice

Component 28: Delivering Employability Skills

Component Reference Number: M/505/1089

Credit Value: 6
GL: 20 hours
Level: 4

Component Summary

The purpose of this Component is to enable Learners to deliver employability skills sessions. It includes consideration of the differences between employability and employment skills; the personal qualities, skills and techniques needed for the delivery of employability skills; and how the learning environment and personal presentation influence the success of the delivery of employability skills. It also includes delivering employability skills and using techniques and practices that reflect the workplace.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the differences between employability skills and employment skills	Differences between employability and employment skills
	Benefits for Learners of employability skills
2. Understand the influence of personal qualities and skills on the delivery of employability skills	Personal qualities and skills requirements
	Influence of personal presentation
3. Be able to use techniques, strategies and practices that reflect the workplace in the delivery of employability skills	Reviewing delivery techniques
	Training areas and realistic working environments
	Planning employability skills sessions
	Using delivery techniques and strategies
	Negotiating behavioural parameters
4. Be able to evaluate own delivery of employability skills	Evaluating delivery techniques, strategies and practices
	Identifying strengths and areas to improve

Component 29: Developing, Using and Organising Resources in a Specialist Area

Component Reference Number: H/505/1090

Credit Value: 15
GL: 50 hours
Level: 5

Component Summary

The purpose of this Component 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.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the purpose and use of resources in own specialist area	Purpose of resources in teaching and learning
	Effectiveness of resources in meeting individual learning needs
2. Be able to develop and use inclusive resources in own specialist area	Principles of resource design
	Evaluating sources for resource development
	Analysing how inclusive curriculum design informs resource development
	Adapting resources to enable inclusion
	Designing resources to meet individual needs
	Using resources to meet individual needs
3. Understand how to organise and enable access to resources	Resource classification and storage
	Sharing resources with learning professionals
4. Understand legal requirements and responsibilities relating to the development and use of resources	Reviewing legal requirements and responsibilities
	Intellectual property rights and copyright
	Evaluating design and use of resources to meet individual needs

5. Be able to evaluate own practice in relation to development and use of resources in own specialist area	Identifying strengths and areas to improve
	Planning improvement of resource use and development skills

Component 30: Effective Partnership Working in the Learning and Teaching Context

Component Reference Number: Y/503/5310

Credit Value: 15
GL: 50 hours
Level: 4

Component Summary

The purpose of this Component is to enable Learners to understand effective partnership working in the teaching and learning context. It includes understanding the purpose and nature of partnership working and the purpose, aims, objectives, structure and management of a specific partnership. It also involves communicating effectively within a partnership and understanding the wider context within which a partnership operates.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the purpose and nature of partnership working	Reasons for partnership working
	Opportunities and challenges
	Models of partnerships
	Sustaining partnerships and their outputs
	Ground rules and terms of reference
	Timescales and deadlines
2. Understand the purpose, aims and objectives of a partnership	The purpose of a specific partnership
	Aims and objectives
3. Understand the structure and management of a partnership	Roles and responsibilities
	Contribution of stakeholders
	Role boundaries and ownership issues
	Resource implications
	Managing partnerships and potential issues
4. Understand how to measure and report on a partnership's outputs	Performance indicators
	Reviewing outputs against data
	Methods of presenting partnership outputs
	Communication methods

5. Understand how to communicate effectively within a partnership	Communication strategy
	Reviewing own methods and skills
6. Understand the wider context within which a partnership operates	The potential impact of other stakeholders and agencies
	Government policies and initiatives
	Communities of practice

Component 31: Equality and Diversity

Component Reference Number: Y/503/5789

Credit Value: 6
GL: 25 hours
Level: 4

Component Summary

The purpose of this Component 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.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the key features of a culture which promotes equality and values diversity	Equality and diversity in the UK context
	Benefits of promoting equality and diversity
	Legislation, employment regulations and codes of practice
2. Understand the importance of promoting equality and valuing diversity in lifelong learning	Protecting Learners from risk of harm
	Valuing individual Learners
	Providing Learners with information
3. Be able to promote equality and value diversity	Communication strategies
	Impact of behaviour on an organisation's culture
	Working with other agencies
4. Understand how to help others in the promotion of equality and valuing of diversity	Actions which undermine equality and diversity
	Modifications to systems and structures
5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning	Reflecting on own strengths
	Impact of own practice
	Areas for further personal development

Component 32: Evaluating Learning Programmes

Component Reference Number: K/505/1091

Credit Value: 3
GL: 15 hours
Level: 4

Component Summary

The purpose of this Component 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.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the principles and methods of evaluating learning programmes	Principles of evaluating learning
	Applying principles to the evaluation of learning programmes
	Methods for evaluating learning programmes
	Methods of data collection and analysis
2. Be able to plan the evaluation of a learning programme	Developing a framework
	Devising objectives
	Evaluating the effectiveness of a programme
	Collecting data to evaluate effectiveness
3. Be able to evaluate the effectiveness of a learning programme	Apply methods to evaluate a programme
	Apply methods to collect data
	Analysing collected data
	Guidelines and legislation
	Presenting analysis
	Using evaluation results to improve effectiveness

Component 33: Inclusive Practice

Component Reference Number: L/503/5384

Credit Value: 15
GL: 50 hours
Level: 4

Component Summary

The purpose of this Component 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.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand factors which influence learning	Personal, social and cultural factors
	Cognitive, physical, and sensory abilities
2. Understand the impact of policy and regulatory frameworks on inclusive practice	Policy and regulatory frameworks
	Organisational policies
	Own inclusive practice
3. Understand roles and responsibilities relating to inclusive practice	Own role and responsibilities
	Relationship between own and others' roles
	Points of referral to meet learning needs
4. Understand how to create and maintain an inclusive learning environment	Features and benefits of an inclusive learning environment
	Promoting equality and valuing diversity
	Promoting inclusion
	Strategies for liaison between professionals
5. Understand how to evaluate own inclusive practice	Reviewing own inclusive practice
	Identifying strengths and areas to improve
	Planning improvement to own skills

Component 34: Preparing for the Coaching Role

Component Reference Number: J/505/0188

Credit Value: 3
GL: 15 hours
Level: 4

Component Summary

The purpose of this Component is to prepare the Learner for the coaching role by analysing the role of the coach and the use of coaching in a specific context.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand own role and responsibilities in relation to coaching	Skills and qualities required for a coaching role
	Impact of own values, behaviours, attitudes and emotional awareness
	Ground rules for engagement and boundaries
	Ethical and professional standards
	Building a relationship with a client
2. Understand the use of coaching in a specific context	Benefits of coaching in a specific context
	Impact of coaching on learning and development
	Legal and organisational requirements
	Sources of support to deal with issues
	Safe and comfortable environments
3. Understand how to identify client goals and outcomes	Identifying and agreeing outcomes and goals
	Role of a coaching agreement
	Agreeing records of interaction and progress
	Client responsibility and autonomy

Component 35: Preparing for the Mentoring Role

Component Reference Number: L/505/0189

Credit Value: 3
GL: 15 hours
Level: 4

Component Summary

The purpose of this Component is to prepare the Learner for the mentoring role by analysing the role of the mentor and the use of mentoring in a specific context.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand own role and responsibilities in relation to mentoring	Skills and qualities required for a mentoring role
	Impact of own values, behaviours, attitudes and emotional awareness
	Ground rules for engagement and boundaries
	Ethical and professional standards
	Building a relationship with a client
2. Understand the use of mentoring in a specific context	Benefits of mentoring in a specific context
	Impact of mentoring on learning and development
	Legal and organisational requirements
	Sources of support to deal with issues
	Safe and comfortable environments
3. Understand how to identify client goals and outcomes	Identifying and agreeing outcomes and goals
	Role of a mentoring agreement
	Agreeing records of interaction and progress
	Client responsibility and autonomy

Component 36: Preparing for the Personal Tutoring Role

Component Reference Number: T/505/1093

Credit Value: 3
GL: 15 hours
Level: 4

Component Summary

The purpose of this Component is to prepare the Learner for the role of personal tutor by analysing the role of the personal tutor, factors affecting Learners' attitudes to learning, the use of personal tutoring in a specific context and target setting.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand own role and responsibilities in relation to the personal tutoring role	Skills and qualities required for a tutoring role
	Impact of own values, behaviours and attitudes
	Boundaries and limitations
	Ethical and professional codes and standards
	Importance of communication
2. Understand factors affecting Learners' approaches to learning	Effect of a Learner's background
	Learner responsibility for learning
	Tutoring programmes that support the development of learning
	Enable Learners to engage with learning
	Learners at risk of disengaging
3. Understand the use of personal tutoring in a specific context	Support available for Learners
	Legal and organisational requirements
	Working with others to support Learners
	External stakeholders and partners
4. Understand how personal learning targets are created and monitored	Individual learning plans
	Supporting Learners to create personal targets
	Reviewing Learner progress and targets

Component 37: Principles and Practice of Lip-reading Teaching

Component Reference Number: L/504/0231

Credit Value: 12
GL: 48 hours
Level: 4

Component Summary

The purpose of this Component is to provide Learners with the specialist knowledge, understanding and specialist techniques needed to become an effective teacher of lip reading to adults.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the physiological processes and psychological functions of hearing	Physiological processes involved in hearing
	Psychological functions of hearing
2. Understand the effects of acquired hearing loss	Factors which lead to acquired hearing loss
	Types and impact of hearing loss
	Impact on education and employment opportunities
3. Understand ways in which amplification and lipreading are optimised by those with hearing loss	Hearing aids and implants
	Roles of health professionals
	Conditions for lipreading and hearing aids
4. Understand the phonology of spoken English and its application to lipreading learning and teaching	Aspects of the phonology of spoken English which have implications for learning and teaching lipreading
	Shapes of spoken English
	Strategies used to lipread
5. Be able to use specialist techniques and methodology for teaching lipreading	Voice and devoice techniques
	Specialist methods for teaching lipreading to adults

	Selecting and using specialist resources to support the development of lipreading skills by adults
6. Understand assistive aids and services available to those with acquired hearing loss	Evaluating assistive equipment
	Evaluating services offered by agencies and organisations

Component 38: Specialist Delivery Techniques and Activities

Component Reference Number: R/504/0229

Credit Value: 9
GL: 30 hours
Level: 4

Component Summary

The purpose of this Component is to enable the Learner to explore the use of specialist delivery techniques in their own specialist vocational or subject area.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the role of specialist delivery techniques in a specific area	Purpose of specialist delivery techniques in meeting Learner needs
	Identifying learning needs that can be met
	Justifying use of specialist delivery techniques
2. Be able to develop specialist delivery techniques and learning activities in own specific area	Issues that influence the development of specialist delivery techniques
	Selecting techniques to meet Learner needs
	Planning learning activities
	Selecting resources
	Adapting to meet individual Learner needs
3. Be able to use specialist delivery techniques and learning activities	Using specialist delivery techniques and learning activities to meet Learner needs
	Using resources
4. Be able to evaluate own practice in relation to specialist delivery techniques	Reviewing own use of specialist delivery techniques to meet the needs of Learners
	Identifying strengths and areas to improve

Component 39: Teaching in a Specialist Area

Component Reference Number: J/505/1096

Credit Value: 15
GL: 50 hours
Level: 4

Component Summary

The purpose of this Component is to develop Learners' knowledge and skills in relation to teaching in 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 available to Learners. It also includes curriculum issues, inclusive teaching and learning, and evaluating and improving own practice in a specialist area.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the aims and philosophy of education and training in a specialist area	Aims of education and training
	Philosophical issues relating to education and training
2. Understand the aims and structure of key qualifications and learning programmes available to Learners in a specialist area	Aims and structure of key qualifications
	Aims and structure of learning programmes
	Planning and preparing the delivery of a learning programme which enables its aims to be met
3. Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area	Inclusiveness of own approach to planning and preparing a learning programme
	Taking account of curriculum issues, including new and emerging technologies
4. Understand how to use resources for inclusive teaching and learning in a specialist area	How teaching and learning resources meet individual Learner needs
	Inclusiveness of own use of resources
5. Be able to work with others within a specialist area to develop own practice	Liaising with others to develop own practice
	Impact of liaison with other teachers and trainers

6. Be able to evaluate, improve and update own knowledge and skills in a specialist area	Effectiveness of own knowledge and skills
	Strengths and areas for improvement
	Opportunities to improve and update own knowledge and skills

Component 40: Understanding and Managing Behaviours in a Learning Environment

Component Reference Number: Y/505/1099

Credit Value: 6
GL: 20 hours
Level: 4

Component Summary

The purpose of this Component 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.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand potential factors leading to behaviours that disrupt a learning environment	Behaviours in a learning environment
	Factors leading to disruptive behaviours
2. Understand organisational policies relating to managing behaviours in a learning environment	Legislation relating to managing behaviours
	Organisational policies
3. Be able to promote behaviours that contribute to a purposeful learning environment	Encouraging behaviours that contribute to a purposeful learning environment
	Strategies for encouraging behaviours
4. Be able to manage behaviours that disrupt a purposeful learning environment	Managing disruptive behaviours
	Strategies for managing disruptive behaviours
5. Be able to evaluate own practice in managing behaviours in a learning environment	Evaluating own practice in relation to promoting and managing behaviours
	Identifying strengths and areas to improve

Component 41: Understanding and Managing Behaviours in a Learning Environment

Component Reference Number: L/505/1102

Credit Value: 6
GL: 20 hours
Level: 5

Component Summary

The purpose of this Component 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.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the characteristics and impact of behaviours in a learning environment	Behaviours in a learning environment
	Factors contributing to behaviours
	Impact of behaviours
2. Understand legislation and organisational policies relating to managing behaviours in a learning environment	Analysing legislation
	Analysing organisational policies
3. Be able to apply theories of behaviour management to create and maintain a purposeful learning environment	Theories of behaviour management
	Establishing a purposeful learning environment
	How own practice takes account of theories
4. Be able to evaluate own practice in managing behaviours in a learning environment	Analysing own practice
	Identifying strengths and areas to improve

Component 42: Working with the 14-19 Age Range in Education and Training

Component Reference Number: D/505/1105

Credit Value: 9
GL: 30 hours
Level: 4

Component Summary

The purpose of this Component is to develop Learners' understanding of national educational policy, initiatives and provision for the 14-19 age range and the teaching skills required to work with this age group.

Assessment Guidance

This Component is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand national developments in educational provision for the 14-19 age range	National policies and initiatives
	Relationship between schools and other providers
2. Understand roles and responsibilities of teachers working with the 14-19 age range	Legal framework and legislation
	Own role and responsibilities
	Impact of legislation on own practice
3. Be able to plan learning to meet the needs of individual 14-19 Learners	Teaching, learning and assessment approaches
	Planning learning sessions
4. Be able to deliver learning to meet the needs of individual 14-19 Learners	Using teaching and learning approaches
	Assessment methods
5. Be able to evaluate own practice in working with the 14-19 age range	Evaluating own practice
	Identifying areas to improve

Enquiries

Contact Us

Any enquiries relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: **01530 836662**

E-mail: AO@futurequals.com
Website: https://www.futurequals.com

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Please email us at AO@futurequals.com or call us on 01530 836662.

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01530 836662

AO@futurequals.com

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