ITC Level 5 Diploma in Education and Training

G400

Qualification Specification
Guidance for Centres
encompassing

G401 **ITC Level 5 Diploma in Education and Training (Outdoor Learning Specialist)**
Qualification Number: 610/3155/0

G402 **ITC Level 5 Diploma in Education and Training (Specialist Education)**
Qualification Number: 610/3156/2

G403 **ITC Level 5 Diploma in Education and Training (Special Educational Needs)**
Qualification Number: 610/3157/4

G404 **ITC Level 5 Diploma in Education and Training (Literacy Specialist)**
Qualification Number: 610/3158/6

G405 **ITC Level 5 Diploma in Education and Training (Numeracy Specialist)**
Qualification Number: 610/3159/8

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Website Access
For all policy statements and downloadable documents

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Appendix Documents Listing

Hard copy documents go out of date. For up-to-date versions of documents please go to the Support Resources section of the ITC Web-Office (Members section).

Unit Specifications

- A/650/8224 Teaching, learning and assessment in education and training (Mandatory)
- D/650/8225 Theories, principles and models in education and training (Mandatory)
- F/650/8226 Developing teaching, learning and assessment in education and training (Mandatory)
- H/650/8227 Wider professional practice and development in education and training (Mandatory)
- J/650/8255 Plan a programme of work in the outdoor learning sector (Outdoor Learning Specialist)
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- L/650/8257 Professional practice in the outdoor learning sector (Outdoor Learning Specialist)
- Y/650/8232 Developing, using and organising resources in a specialist area (Specialist Education)
- J/650/8228 Teaching in a specialist area (Specialist Education)
- M/650/8258 Inclusive Practice (Specialist Education & Special Educational Needs)
- K/650/8229 Action Learning for teaching in a specialist area of disability (Special Educational Needs)
- R/650/8259 Understanding theories and frameworks for teaching disabled learners (Special Educational Needs)
- A/650/8260 Literacy theories and framework (Literacy Specialist)
- D/650/8261 Literacy and the learners (Literacy Specialist)
- R/650/8230 Managing behaviours in a learning environment (Literacy Specialist & Numeracy Specialist)
- T/601/5320 Understanding the principles and practice of internally assuring the quality of assessment (Literacy Specialist & Numeracy Specialist)
- A/601/5321 Internally assure the quality of assessment (Literacy Specialist 7 Numeracy Specialist)
- F/650/8262 Numeracy and the learners (Numeracy Specialist)
- H/650/8263 Numeracy knowledge and understanding (Numeracy Specialist)

Delivery Resources

- G.400 Centre Guidance [This document]
- A.400 Qualification Handbook – Assessment Guidance

Internal Quality Assurance

- IQA1 Internal Moderation Process
- IQA2 Centre Standardisation Records
- IQA3 Internal Moderation Sampling Record
- IQA4 Internal Moderation Sampling Report Record
- IQA5 Internal Quality Assurance Record Form

Centre Approval

- C9 Centre Agreement

ITC Forms

- C4 Access to Training & Assessment Request Form
- C7 Special Considerations Request Form
- F3 Malpractice & Misconduct Report Form
- 05 Replacement Certificate Request Form

ITC Policies

- P1 Customer Charter
- P3 Fees Policy
- P5 Appeals Policy
- P6 Malpractice, Maladministration & Misconduct Policy
- P7 Other Language Policy
- P8 Equality, Diversity and Assessment Policy

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● P9	Record Retention Policy
● P12	Automatic E-mail Policy - Removal from list
● P14	Sanctions Policy
● P15	Withdrawal from Delivery Policy
● P16	Complaints Policy
● P17	Invoice Policy
● P19	Recognition of Prior Learning Policy
● P22	Data Protection and Privacy Policy

This Qualification Specification encompasses the qualification specifications as follows:

G401 ITC Level 5 Diploma in Education and Training (Outdoor Learning Specialist)
Qualification Number: 610/3155/0

G402 ITC Level 5 Diploma in Education and Training (Specialist Education)
Qualification Number: 610/3156/2

G403 ITC Level 5 Diploma in Education and Training (Special Educational Needs)
Qualification Number: 610/3157/4

G404 ITC Level 5 Diploma in Education and Training (Literacy Specialist)
Qualification Number: 610/3158/6

G405 ITC Level 5 Diploma in Education and Training (Numeracy Specialist)
Qualification Number: 610/3159/8

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1. General Information

1.1 Using this document

This document has been developed to provide guidance for Centre staff involved in the delivery of ITC Level 5 Diploma in Education and Training. The qualification itself has 4 mandatory units and then 5 optional routes and this therefore has created 5 differing qualifications, depending upon the route chosen:

ITC Level 5 Diploma in Education and Training (Outdoor Learning Specialist)
Qualification Number: 610/3155/0

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Qualification Number: 610/3159/8

It explains the administration, assessment and quality assurance requirements for these qualifications.

It directs ITC Centres to appropriate and relevant ITC resources [See contents page].

It identifies and lists other ITC documents that Centres are required to understand in order to deliver this qualification.

1.2 Documented Procedures

ITC First is a regulated Awarding Organisation supporting SQA Accredited and Ofqual regulated qualifications. All who work with ITC are supported by a documented framework of policies and procedures updated regularly on the ITC website. To seek policy guidance to inform your relationship with ITC, visit:

http://www.itcfirst.org.uk/policies.asp

If you are a Centre log into your ITC Web-Office and view or download up to date documents from ‘Support Resources’

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2. Qualification Details

2.1 Qualification Objectives

This qualification is designed to support an individual's entry into the teaching/training industry, and is aimed at those who wish to gain skills and knowledge to allow entry to employment in this sector, specifically within the outdoor learning sector. ITC has developed the new qualification, ITC Level 5 Diploma in Education and Training (Outdoor Learning Specialist) to provide a new qualification that is specifically designed for those wishing to work as an educator in the outdoor sector.
ITC has also designed four other qualifications determined by option routes selected to enable qualifications to be obtained that specialise either in: specialist education; special educational needs teaching; literacy teaching; and numeracy teaching.

The qualifications, especially the ITC Level 5 Diploma in Education and Training (Outdoor Learning Specialist) have also been developed as suitable for studying within the Level 5 Outdoor Learning Specialist Apprenticeship (ST0945).

Due to recent updates the qualification suite is deemed a legacy qualification, any individual upon completion of one of these qualifications would not be able to meet the new requirements, with regard to progressing towards Qualified Teacher Learning and Skills status (QTLS) as outlined by the Society for Education and Training (see QTLS link section 7)

2.2 Learner Entry Requirements

There are nationally agreed entry requirements for a Level 5 Diploma in Education and Training.
The learner should:

- be aged 19 years or older;
- be qualified, proficient or experienced in the subject that they intend to teach;
- have sufficient Maths, English and ICT skills to complete the requirements of the programme if opting for Option Routes A, B or C;
- have Level 3 English or Maths, prior to commencement of the Level 5 Diploma in Education and Training if the intend to select Option Route D or E respectively. Entry criteria can be evidenced are available in **"Criteria for entry to mathematics (numeracy) and English (literacy and ESOL) teacher training in the lifelong learning sector**"(LLUK, June 2007, amended 2010) and from **the Education and Training Forum;**
- be able to demonstrate the potential to study at a minimum of level 5 (equivalent to the second year of a degree course);
- be able to meet the minimum requirement of 100 hours of practice for this qualification, of which 8h must be assessed (as part of the mandatory units). Practice must involve working with groups and cannot be solely one-to-one tuition. The learner must be able to meet any additional practice requirements for optional units;
- not have a background which will by law prevent them from working as a teacher with young people or vulnerable adults (if this is the learner's goal).

If a learner does not have Level 2 competency in English, Maths or ICT, an initial diagnostic assessment should be undertaken, and a training programme devised to improve the level(s) of the learner concurrent to the course, if the Centre believes the learner has the capacity to achieve. Level 2 must be achieved prior to completion of the Level 5 Diploma in Education and Training. The initial diagnostic assessment must verify that the learner can achieve the detailed knowledge, understanding and personal skills in English, Maths and ICT required by the sector and detailed in **"The Minimum Core for teacher training qualifications for the Further Education and Skills Sector"** (Education and Training Foundation, September 2022).

2.3 Qualification Structure

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Qualification details:

Title	Number
ITC Level 5 Diploma in Education and Training (Outdoor Learning Specialist)	610/3155/0
ITC Level 5 Diploma in Education and Training (Specialist Education)	610/3156/2
ITC Level 5 Diploma in Education and Training (Special Educational Needs)	610/3157/4
ITC Level 5 Diploma in Education and Training (Literacy Specialist)	610/3158/6
ITC Level 5 Diploma in Education and Training (Numeracy Specialist)	610/3159/8

Qualification Review Date - 31 August 2028

Guided Learning Hours (GLH):

Total GLH for Outdoor Learning Specialist Route	=	390h
Total GLH for Specialist Education Route	=	390h
Total GLH for Special Educational Needs Route	=	370h
Total GLH for Literacy Specialist Route	=	430h
Total GLH for Numeracy Specialist Route	=	430h

Total Qualification Time (TQT) for all routes = 1200h

GLH is the time a learner spends being taught or otherwise participating in education under the immediate guidance of an appropriate tutor. It includes directed study time and time taken for assessments. Guided learning hours include:

a) tutor contact time in lessons;
b) participating in education or training under the immediate guidance or supervision of a tutor;
c) directed study time.

TQT is the time an average learner will take to complete the qualification and includes self-directed independent study.

It is expected that the practical assessments and portfolio of evidence would be submitted within 2 years from a learner's commencement on a course.

Credits:
This qualification (regardless of which is chosen) comprises 4 (four) mandatory units and optional units. Learners are required to achieve **120 credits** in total to pass this qualification:

- 75 credits from the mandatory units, and
- a minimum of 45 credits from optional units.

A minimum of 61 credits must be at Level 5.

Practical Component:
Initial teacher training requires a practice component to ensure a high quality in the learners who achieve the qualification.
There is a minimum requirement of **100 hours** of (practice) teaching working with group(s) of learners, for achievement of the mandatory units. There must be a **minimum of 8 observations** of teaching observed and assessed. An observation cannot be of less than 30 minutes, and the total observation time across the minimum of 8 observations must be a **minimum of 8 hours**.
The observations should be appropriately spaced throughout the whole programme of the qualification and should take into account the learner's progress.

The option units chosen may also have additional practice teaching hours which must be completed in addition to the 100 h of practice.

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The qualification is composed of 4 (four) mandatory units and a choice from 5 (five) option routes, leading to 5 different qualifications. There is not the possibility of selecting units from different option routes to make an alternative set of units for a generic qualification. A learner must select a route for the award of one of the 5 named qualifications.

Unit details:
Each qualification is derived from 4 mandatory units that are nationally agreed (content) units to meet the minimum core requirements for a teacher in education and training. The nationally agreed protocol for this qualification is for a learner to achieve a minimum of a further 45 credits required from option units at level 4 and 5, of which 6 credits must be at Level 5.

ITC has made the decision to specialise its qualifications into the Outdoor Education Sector and has specifically created a new qualification that aligns with the Institute for Apprenticeships and Technical Education Outdoor Learning Specialist Occupational Standard for the ITC Level 5 Diploma in Education and Training (Outdoor Learning Specialist).

There are further option routes/qualifications available:

- the Specialist Education route/qualification also allows specialism in the Outdoors but more generically and enables specialism in other areas if appropriate;
- the Special Educational Needs route/qualification enables specialism in SEN/disabilities, particularly when applied to outdoor learning and education;
- the Literacy Specialist and Numeracy Specialist routes/qualifications allow specialism into teaching English and Maths respectively for those that may wish to teach in those sectors, especially applying them within the outdoor education sector (see document A4.400).

ITC is not enabling the use of the full range of nationally agreed option units, nor a “mix and match” selection of units for the option units. ITC wishes to have a streamlined set of option routes and hence qualification titles that enable application and specialism into the outdoor learning sector to be achieved wherever possible. To this end, only 5 separate qualifications exist.

Mandatory Unit Titles (All qualifications)		**Credit**	**Level**	**GLH**
Teaching, learning and assessment in education and training	A/650/8224	20	4	65
Theories, principles and models in education and training	D/650/8225	20	5	60
Developing teaching, learning and assessment in education and training	F/650/8226	20	5	65
Wider professional practice and development in education and training	H/650/8227	15	5	50

Outdoor Learning Specialist:	**610/3155/0**			
Plan a Programme of Work in the Outdoor Learning Sector	J/650/8255	15	5	50
Deliver a Programme of Work in the Outdoor Learning Sector	K/650/8256	15	5	50
Professional Practice in the Outdoor Learning Sector	L/650/8257	15	5	50
TOTAL For Qualification (including mandatory units)		**120**		**390**

Specialist Education:	**610/3156/2**			

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Developing, using and organising resources in a specialist area.	Y/650/8232	15	5	50
Teaching in a specialist area	J/650/8228	15	4	50
Inclusive Practice	M/650/8258	15	5	50
TOTAL For Qualification (including mandatory units)		**120**		**390**

Special Educational Needs:	**610/3157/4**			
Action Learning for teaching in a specialist area of disability	K/650/8229	15	5	40
Understanding theories and frameworks for teaching disabled learners	R/650/8259	15	5	40
Inclusive Practice	M/650/8258	15	5	50
TOTAL For Qualification (including mandatory units)		**120**		**370**

Literacy Specialist:	**610/3158/6**			
Literacy theories and framework	A/650/8260	15	5	40
Literacy and the learners	D/650/8261	15	5	40
Managing behaviours in a learning environment	R/650/8230	6	5	20
Understanding the principles and practices of internally assuring the quality of assessment	T/601/5320	6	4	45
Internally assure the quality of assessment	A/601/5321	6	4	45
TOTAL For Qualification (including mandatory units)		**123**		**430**

Numeracy Specialist:	**610/3159/8**			
Numeracy and the learners	F/650/8262	15	5	40
Numeracy knowledge and understanding	H/650/8263	15	5	40
Managing behaviours in a learning environment	R/650/8230	6	5	20
Understanding the principles and practices of internally assuring the quality of assessment	T/601/5320	6	4	45
Internally assure the quality of assessment	A/601/5321	6	4	45
TOTAL For Qualification (including mandatory units)		**123**		**430**

Unit Review dates
31/8/2028

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2.4 Learning Outcomes and Assessment Criteria

a) Teaching, learning and assessment in education and training (20 credits, level 4, 65 GLH)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand roles, responsibilities and relationships in education and training	1.1	Analyse own role and responsibilities in education and training.
		1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities.
		1.3	Analyse the relationships and boundaries between the teaching role and other professional roles.
		1.4	Describe points of referral to meet the needs of learners.
2.	Be able to use initial and diagnostic assessment to agree individual learning goals with learners	2.1	Explain why it is important to identify and meet the individual needs of learners.
		2.2	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals.
		2.3	Use methods of initial and diagnostic assessment to agree individual learning goals with learners.
		2.4	Record learners' individual learning goals.
3.	Be able to plan inclusive teaching and learning	3.1	Devise a scheme of work in accordance with internal and external requirements.
		3.2	Design teaching and learning plans that respond to: ● the individual goals and needs of learners; ● curriculum requirements.
		3.3	Explain how own planning meets the individual needs of learners.
		3.4	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners.
		3.5	Identify opportunities for learners to provide feedback to inform inclusive practice.
4	Be able to create and maintain a safe, inclusive teaching and learning environment	4.1	Explain why it is important to promote appropriate behaviour and respect for others.
		4.2	Explain ways to promote equality and value diversity.
		4.3	Establish and sustain a safe, inclusive learning environment.
5	Be able to deliver inclusive teaching and learning	5.1	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners.
		5.2	Analyse benefits and limitations of communication methods and media used in own area of specialism.
		5.3	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners.
		5.4	Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners.
		5.5	Demonstrate ways to promote equality and value diversity in own teaching.
		5.6	Adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners.
		5.7	Communicate with learners and learning professionals to meet individual learning needs.
6	Be able to assess learning in education and training	6.1	Explain the purposes and types of assessment in education and training.
		6.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners.
		6.3	Use types and methods of assessment, including peer and self-assessment, to: ● involve learners in assessment; ● meet the individual needs of learners; ● enable learners to produce assessment evidence that is

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			valid, reliable, sufficient, authentic and current; ● meet internal and external assessment requirements.
		6.4	Use questioning and feedback to contribute to the assessment process.
		6.5	Record the outcomes of assessments to meet internal and external requirements.
		6.6	Communicate assessment information to other professionals with an interest in learner achievement.
7	Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning.	7.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning.
		7.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning.
8	Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning	8.1	Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning, taking account of the views of learners and others.
		8.2	Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning.

b) Theories, principles and models in education and training (Level 5, Credit 20, GLH 60)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand the application of theories, principles and models of learning in education and training.	1.1	Analyse theories, principles and models of learning.
		1.2	Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment.
		1.3	Analyse models of learning preference.
		1.4	Explain how identifying and taking into account of learners' individual preferences enables inclusive teaching, learning and assessment.
2.	Understand the application of theories, principles and models of communication in education and training.	2.1	Analyse theories, principles and models of communication.
		2.2	Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment.
3.	Understand the application of theories, principles and models of assessment in education and training.	3.1	Analyse theories, principles and models of assessment.
		3.2	Explain ways in which theories, principles and models of assessment can be applied in assessing learning.
4.	Understand the application of theories and models of curriculum development within own area of specialism.	4.1	Analyse theories and models of curriculum development.

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		4.2	Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism.
5.	Understand the application of theories and models of reflection and evaluation to reviewing own practice.	5.1	Analyse theories and models of reflection and evaluation.
		5.2	Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice.

c) Developing teaching, learning and assessment in education and training (Level 5, Credit 20, GLH 65)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Be able to investigate practice in own area of specialism.	1.1	Analyse the application of pedagogical principles in own area of specialism.
		1.2	Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism.
2.	Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning.	2.1	Use initial and diagnostic assessments to agree learners' individual goals and learning preferences.
		2.2	Devise a scheme of work taking account of: ● the needs of learners; ● the delivery model; ● internal and external requirements.
		2.3	Design teaching and learning plans that take account of: ● the individual goals, needs and learning preferences of all learners; ● curriculum requirements.
		2.4	Identify opportunities for learners and others to provide feedback to inform inclusive practice;
		2.5	Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment.
3.	Be able to apply theories of behaviour management to creating and maintaining a safe inclusive teaching and learning environment.	3.1	Apply theories of behaviour management.
		3.2	Establish and sustain a safe, inclusive learning environment.
		3.3	Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken into account of theories of behaviour management
4.	Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning.	4.1	Design resources that: ● actively promote equality and value diversity; ● meet the identified needs of specific learners.
		4.2	Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners.
		4.3	Demonstrate ways to promote equality and diversity in own teaching.
		4.4	Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression.
		4.5	Explain how own delivery of inclusive teaching and learning has taken into account of theories, principles and models of learning and communication.
5.	Be able to apply	5.1	Design assessments that meet the individual needs of learners.

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	theories, models and principles of assessment to assessing learning in education and training.	5.2	Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements.
		5.3	Demonstrate the use of assessment data in: ● monitoring learners' achievement, attainment and progress; ● setting learners' targets; ● planning subsequent sessions; ● recording the outcomes of assessment.
		5.4	Communicate assessment information to other professionals with an interest in learner achievement.
		5.5	Explain how own assessment practice has taken account of theories, models and principles of assessment.
6.	Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning.	6.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning.
		6.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning.
7.	Be able to apply theories and models of reflection and evaluation of own practice in planning, delivering and assessing inclusive teaching and learning.	7.1	Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning.
		7.2	Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning.

d) Wider professional practice and development in education and training (Level 5, Credit 15, GLH 50)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand professionalism and the influence of professional values in education and training.	1.1	Define the concepts of professionalism and dual professionalism in education and training.
		1.2	Explain ways in which professional values influence own practice in own area of specialism.
2.	Understand the policy context of education and training	2.1	Explain ways in which social, political and economic factors influence educational policy.
		2.2	Analyse the impact of current educational policies on curriculum and practice in own area of specialism.
3.	Understand the impact of accountability to stakeholders and external bodies on education and training	3.1	Explain the roles of stakeholders and external bodies in education and training.
		3.2	Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training.
		3.3	Explain why it is important to work in partnership with employers and other stakeholders in education and training.
		3.4	Analyse the impact of being accountable to stakeholders and external bodies on curriculum design; delivery and assessment in own areas of specialism.
4.	Understand the organisational context of education and training.	4.1	Explain key aspects of policies, codes of practice and guidelines of an organisation.
		4.2	Analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism.
5.	Be able to contribute to the quality improvement	5.1	Analyse the quality improvement and quality assurance arrangements of an organisation.

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

e) Plan a Programme of Work in the Outdoor Learning Sector (Level 5, Credit 15, GLH 50)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1	Undertake research into the relevant theories, legislation and good practice applicable to outdoor learning	1.1	Explain research related theories relevant to outdoor learning.
		1.2	Explain the relevant legislation applicable to outdoor learning.
		1.3	Explain ethics and professional practice in outdoor learning.
		1.4	Explains the development of, and current accepted good practice in outdoor learning.
2	Understand how to establish participants' needs, customer expectations and required outcomes for a programme of outdoor activities	2.1	Summarise the methods to identify and analyse the wants, needs and expectations of participants, customers and stakeholders.
		2.2	Explain how to translate those wants, needs and expectations into required outcomes for a programme of activities.
3	Know how to design and plan outdoor learning programmes.	3.1	Design outdoor learning programmes.
		3.2	Critically analyse the evidence base for the effectiveness of the planned outdoor learning programme to meet the required outcomes.
		3.3	Explain the approach to leading the participant group in the outdoors.
		3.4	Justify the use of different methods of instruction, teaching, coaching and/or mentoring approaches.
		3.5	Apply relevant workplace policies and procedures.
4	Know how to plan and then lead individual and group activities in the outdoor environment	4.1	Explain theories and models for leading groups in the outdoors.
		4.2	Explain underpinning ethics, theories, and legalities relevant to risk-benefit assessments for outdoor learning experiences.
		4.3	Produce risk-benefit assessments for own outdoor learning programmes.
		4.4	Explain the relevant research and theory on decision-making and judgement in outdoor settings.
		4.5	Explain how to recognise and respond to a dynamic change in environmental, individual or group conditions.
5	Know how to incorporate assessment within the planned programme of activity	5.1	Explain the principles of assessment as a method of learning.
		5.2	Explain the types and hierarchy of assessment evidence.
		5.3	Evaluate selected assessment methods for own outdoor learning programme.
6	Be able to use a range of formats to communicate a planned programme of learning	6.1	Produce a written report for a customer.
		6.2	Present the programme to a customer.
		6.3	Brief the delivery team.
		6.4	Communicate any resource requirements to suppliers.

f) Deliver a Programme of Work in the Outdoor Learning Sector (Level 5, Credit 15, GLH 50)

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Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1	Know how to develop planned programmes of learning into deliverable sessions.	1.1	Evaluate the available physical resources required.
		1.2	Organise the relevant equipment resources.
		1.3	Determine staffing requirements.
		1.4	Determine any additional resources that may be required.
2	Be able to manage staff resources	2.1	Allocate appropriate staff resource to suit the needs of the planned programme of delivery
		2.2	Coach and mentor staff.
		2.3	Provide feedback to staff following sessions.
3	Be able to deliver a planned outdoor learning programme	3.1	Demonstrate delivery of activities and experiences outdoors.
		3.2	Demonstrate dynamic decision-making and judgement within a session.
		3.3	Critically reflect following session delivery.
4	Be able to lead a team delivering activities to individuals and groups in the outdoor environment	4.1	Demonstrate motivational techniques for a team.
		4.2	Evaluate and respond to dynamic situations.
		4.3	Evaluate own leadership, decision making and judgement approaches.
5	Be able to facilitate learning	5.1	Analyse barriers to learning arising in outdoor learning programmes.
		5.2	Explain strategies for building and maintaining effective professional relationships.
		5.3	Explain strategies for resolving conflict and behaviour management in outdoor sessions.
		5.4	Encourage participants to achieve using appropriate facilitation techniques.
		5.5	Evaluate the facilitation techniques used.
6	Know how to use digital technology to support an outdoor learning programme	6.1	Analyse a range of digital technologies used to support the delivery of outdoor learning sessions.
		6.2	Evaluate the impact of a range of digital technologies on a programme of learning.
7	Be able to evaluate methods, results and impacts of an outdoor learning programme	7.1	Evaluate the programme of learning.
		7.2	Summarise the methods used to gather information and report on the impacts of an outdoor learning programme on the participants.
		7.3	Provide feedback to staff following evaluation of the outdoor learning programme.

g) Professional Practice in the Outdoor Learning Sector (Level 5, Credit 15, GLH 50)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1	Know how to promote the environment and sustainability	1.1	Explain the attributes and qualities of the utilised outdoor environment.
		1.2	Explain ongoing impacts to the utilised outdoor environment.
		1.3	Facilitate environmental sustainability.
		1.4	Demonstrate methods to assist participants to connect with and protect the environment.

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2	Be able to demonstrate an awareness of ethics and reflective practice within their professional practice	2.1	Explain own approach to ethics and reflective practice.
		2.2	Explain how own personal values and beliefs affect the current challenges in the outdoor learning sector.
		2.3	Critically evaluate an 'ethical dilemma' from own practice.
3	Be able to develop professional practice to improve learning	3.1	Evaluate teaching resources and strategies.
		3.2	Develop resources and strategies to enhance the learning experience.
		3.3	Evaluate the redeveloped resources and strategies.

h) Teaching in a Specialist Area (Level 4, Credit 15, GLH 50)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand the aims and philosophy of education and training in a specialist area.	1.1	Explain key aims of education and training in own specialist area.
		1.2	Analyse philosophical issues relation to education and training in own specialist area.
2.	Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area.	2.1	Describe the aims and structure of key qualifications in own specialist area.
		2.2	Describe the aims and structure of learning programmes in own specialist area.
		2.3	Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met.
3.	Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area.	3.1	Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area.
		3.2	Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies
4.	Understand how to use resources for inclusive teaching and learning in a specialist area.	4.1	Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area.
		4.2	Analyse the inclusiveness of own use of teaching and learning resources in a specialist area.
5.	Be able to work with others within a specialist area to develop own practice.	5.1	Liaise with others within a specialist area to develop own practice.
		5.2	Review the impact of liaison with other teachers and trainers within own specialist are on own practice.
6.	Be able to evaluate, improve and update own knowledge and skills in specialist area.	6.1	Review the effectiveness of own knowledge and skills in specialist area.
		6.2	Identify own strengths and areas for improvement in relation to practice in a specialist area.
		6.3	Identify opportunities to improve and update own knowledge and skills in a specialist area.

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i) Developing, using and organising resources in a specialist area (Level 5, Credit 15, GLH 50)

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

j) Inclusive practice (Level 5, Credit 15, GLH 50)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand factors which influence learning	1.1	Review the impact of personal, social and cultural factors on learning.
		1.2	Review the impact of different cognitive, physical and sensory abilities on learning.
2.	Understand the impact of policy and regulatory frameworks on inclusive practice.	2.1	Summarise policy and regulatory frameworks relating to inclusive practice.
		2.2	Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice.
		2.3	Explain how policy and regulatory frameworks influence own inclusive practice.

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3.	Understand roles and responsibilities relating to inclusive practice.	3.1	Summarise own role and responsibilities relating to inclusive practice.
		3.2	Explain the relationship between own role and the roles of other professionals involved in inclusive practice.
		3.3	Identify points of referral available to meet individual learning needs.
4.	Understanding how to create and maintain an inclusive learning environment.	4.1	Review key features and benefits of an inclusive learning environment.
		4.2	Analyse ways to promote equality and value diversity.
		4.3	Analyse ways to promote inclusion.
		4.4	Review strategies for effective liaison between professionals involved in inclusive practice.
5.	Understand how to evaluate own inclusive practice.	5.1	Review the effectiveness of own inclusive practice.
		5.2	Identify own strengths and areas for improvement in relation to inclusive practice.
		5.3	Plan opportunities to improve own skills in inclusive practice.

k) Action Learning for teaching in a specialist area of disability (Level 5, Credit 15, GLH 40)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand the impact of a specific impairment on teaching and learning.	1.1	Analyse a specific impairment and the related support needs of disabled learners.
		1.2	Explain ways of adjusting practice for learners with a specific impairment.
		1.3	Evaluate specific support within an organisation for learners with a specific impairment.
2.	Understand how to investigate effective practice in a specialist area of disability.	2.1	Analyse ways to include disabled learners in an investigation.
		2.2	Explain ethical considerations when involving disabled learners.
		2.3	Evaluate a range of action learning research methods.
3.	Be able to investigate practice in a specialist area of disability.	3.1	Develop a focus for investigation.
		3.2	Design and implement an action plan to support the investigation.
		3.3	Evaluate the practice of other teachers in your area of interest.
		3.4	Report the findings of the investigation.
		3.5	Analyse ways in which findings from an investigation can be used to develop own professional practice.

l) Understanding theories and frameworks for teaching disabled learners (Level 5, Credit 15, GLH 40)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand key theories and research that inform the teaching and learning of disabled young people and adults.	1.1	Analyse how theories of learning inform teaching and learning practice in relation to disabled learners.
		1.2	Explain the importance of research in the development of teaching and learning opportunities for disabled young people and adults.

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2.	Understand factors influencing inclusive practice for disabled learners.	2.1	Analyse how inclusive learning has been defined.
		2.2	Explain the importance of inclusive learning for disabled learners.
		2.3	Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults.
		2.4	Analyse how approaches to communication and language development influence inclusive practice in relation to disabled leaners.
		2.5	Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning.
3.	Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults.	3.1	Analyse how national, regional and local policy influence provision for disabled young people and adults.
		3.2	Explain how current legal requirements and national policies and guidance promote the rights and wellbeing of disabled learners.
		3.3	Evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for disabled young people and adults.
4.	Understand factors that influence the curriculum for disabled young people and adults.	4.1	Analyse how attitudes to disability, including social and cultural attitudes and faith and belief, influence learning opportunities for disabled young people and adults.
		4.2	Analyse the impact of own attitudes on professional practice.
		4.3	Explain how risk assessments influence the curriculum.
5.	Understand how to work with others to support the needs of disabled learners.	5.1	Explain the role of organisations and networks that can offer services and support to disabled learners.
		5.2	Explain ways to maintain relationships with parents, carers and others with an interest in the learner.
		5.3	Analyse the skills needed to work collaboratively for the benefit of disabled learners.

m) Literacy theories and framework (Level 5, Credit 15, GLH 40)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand theories and principles relating to language acquisition and learning.	1.1	Analyse theories of language acquisition and learning.
		1.2	Analyse language teaching approaches associated with theories of language acquisition and learning.
2.	Understand theories and principles relating to literacy learning and development.	2.1	Analyse theories of literacy learning and development
		2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development.
3.	Be able to analyse spoken and written language.	3.1	Analyse ways in which language can be described.
		3.2	Explain descriptive and prescriptive approaches to language analysis.
		3.3	Analyse spoken and written language at: ● text and discourse level ● sentence and phrase level ● word level ● phoneme level.
		3.4	Use key discoursal, grammatical, lexical and phonological terms accurately.

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4.	Understand the processes involved in the development of speaking, listening, reading and writing skills.	4.1	Analyse the processes involved in speaking and listening for literacy learners.
		4.2	Analyse the processes involved in reading and writing for literacy learners.
		4.3	Explain the mutual dependence of reading, listening, writing and speaking in literacy and language teaching and learning.
		4.4	Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning.

n) Literacy and the learners (Level 5, Credit 15, GLH 40)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand the significance of language change and variety for literacy learners	1.1	Analyse standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis.
		1.2	Analyse ways in which spoken and written language can change over time and vary according to context at: ● text and discourse level ● sentence and phrase level ● word level ● phoneme level.
		1.3	Explain ways in which language change and variety can have an impact on literacy learners' literacy and language development.
2.	Understand the relationship between language and social processes.	2.1	Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors.
		2.2	Analyse how language is used in the formation, maintenance and transformation of power relations.
3.	Understand factors that influence literacy and language acquisition, learning and use.	3.1	Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use.
		3.2	Analyse the impact of a range of learning difficulties and disabilities on literacy and language, teaching and learning.
4.	Understand the use of assessment approaches to meet the needs of literacy learners.	4.1	Identify the skills, knowledge and understanding that can be assessed in literacy.
		4.2	Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners.
		4.3	Analyse the use of assessment tools in literacy and language teaching and learning.
5.	Understand how to promote learning and learner support within literacy and language teaching and learning.	5.1	Explain the boundaries between own specialist areas and those of other specialists and practitioners.
		5.2	Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals.
6.	Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes.	6.1	Identify literacy and language skills needed across contexts and subjects.
		6.2	Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas.

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o) Managing behaviours in a learning environment (Level 5, Credit 6, GLH 20)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand the characteristics and impact of behaviours in a learning environment.	1.1	Analyse behaviours that can occur in a learning environment.
		1.2	Analyse potential factors contributing to behaviours in a learning environment.
		1.3	Analyse the impact of behaviours on a learning environment.
2.	Understand legislation and organisational policies relating to managing behaviours in a learning environment.	2.1	Analyse legislation relating to managing behaviours in a learning environment.
		2.2	Analyse organisational policies relating to managing behaviours in a learning environment.
3.	Be able to apply theories of behaviour management to create and maintain a purposeful learning environment.	3.1	Analyse theories of behaviour management.
		3.2	Establish a purposeful learning environment.
		3.3	Explain how own practice in creating a purposeful learning environment has taken account of theories of behaviour management.
4.	Be able to evaluate own practice in managing behaviours in a learning environment.	4.1	Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment.
		4.2	Identify own strengths and areas for improvement in relation to managing behaviours in a learning environment.

p) Understanding the principles and practice of internally assuring the quality of assessment. (Level 4, Credit 6, GLH 20) T/601/5320

Learning Outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand the context and principles of internal quality assurance.	1.1	Explain the functions of internal quality assurance in learning and development
		1.2	Explain the key concepts and principles of the internal quality assurance of assessment
		1.3	Explain the roles of practitioners involved in the internal and external quality assurance process
		1.4	Explain the regulations and requirements for internal quality assurance in own area of practice
2.	Understand how to plan the internal quality assurance of assessment.	2.1	Evaluate the importance of planning and preparing internal quality assurance activities
		2.2	Explain what an internal quality assurance plan should contain
		2.3	Summarise the preparations that need to be made for internal quality assurance, including: ● information collection ● communications ● administrative arrangements ● resources
3.	Understand techniques and criteria for monitoring the quality of assessment.	3.1	Evaluate different techniques for sampling evidence of assessment, including use of technology
		3.2	Explain the appropriate criteria to use for judging the quality of the assessment process

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4.	Understand how to internally maintain and improve the quality of assessment.	4.1	Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment
		4.2	Explain standardisation requirements in relation to assessment
		4.3	Explain relevant procedures regarding disputes about the quality of assessment
5.	Understand how to manage information relevant to the internal quality assurance of assessment.	5.1	Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment
6.	Understand the legal and good practice requirements for the internal quality assurance of assessment.	6.1	Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare
		6.2	Evaluate different ways in which technology can contribute to the internal quality assurance of assessment
		6.3	Explain the value of reflective practice and continuing professional development in relation to internal quality assurance
		6.4	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment

q) Internally assure the quality of assessment (Level 4, Credit 6, GLH 45) A/601/5321

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

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

r) Numeracy and the learners (Level 5, Credit 15, GLH 40)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand the factors that influence the development and progression of numeracy learners	1.1	Analyse the impact of personal, social, economic and political factors on the development and progression of numeracy learners.
		1.2	Explain the impact of learners' literacy and language skills on the development and progression of their numeracy skills.
		1.3	Explain how differing communication approaches can affect the learning of numeracy processes and skills.
2.	Understand the use of assessment approaches to meet the needs of numeracy learners.	2.1	Identify the skills, knowledge and understanding that can be assessed in numeracy.
		2.2	Analyse approaches to initial and diagnostic assessment to identify the mathematics and numeracy skills and aspirations of learners.
		2.3	Analyse the use of assessment tools in numeracy teaching and learning.
3.	Understand the use of numeracy teaching approaches to meet the needs of individual numeracy learners.	3.1	Analyse numeracy teaching approaches and resources, including technologies, for suitability in meeting individual learners' needs.
		3.2	Analyse the impact of using technology on learner engagement, motivation and success in numeracy teaching and learning.
4.	Understand how numeracy can impact on different contexts and subjects.	4.1	Identify the numeracy skills and knowledge needed by learners across contexts and subjects.
		4.2	Explain the importance of encouraging learners to make links between their mathematical and numeracy development and their other personal development.
5.	Be able to promote learning support and learner support within numeracy teaching and learning.	5.1	Explain the boundaries between own specialist area and those of other specialists and practitioners.
		5.2	Analyse numeracy learning opportunities to determine how teaching and support needs may be shared between learning professionals.
6.	Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes.	6.1	Explain how to liaise with other professionals to provide specialist knowledge of how to include numeracy in vocational and other subject areas.
		6.2	Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area.

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s) Numeracy knowledge and understanding (Level 5, Credit 15, GLH 40)

Learning outcomes *The learner will:*		**Assessment criteria** *The learner can:*	
1.	Understand fundamental attributes of mathematics and numeracy.	1.1	Review the historic and cultural development of mathematics.
		1.2	Analyse the language and concepts associated with number systems.
		1.3	Analyse common errors and misconceptions in mathematics and possible reasons why they occur.
		1.4	Analyse the techniques used in mathematics and numeracy for conceptual linkages.
2.	Understand the attributes of procedures within mathematics and numeracy.	2.1	Analyse the activities, processes and stages within mathematical problems and investigations.
		2.2	Evaluate written, mental and diagrammatic mathematical strategies, analysing the associated metalanguage.
		2.3	Analyse the use, interpretation and representation of data.
		2.4	Evaluate the use of measurement systems within problems solving including: ● definition ● conversion ● representation
3.	Understand how learning theories and the origins and status of mathematics impact on numeracy teaching.	3.1	Analyse the effects of the origins and status of mathematics knowledge on mathematics and numeracy curriculum development.
		3.2	Analyse how teaching and learning theories underpin numeracy teaching and learning.
4.	Understand the links between the roles and perceptions of mathematics and numeracy within society.	4.1	Analyse the role of mathematics and numeracy within society.
		4.2	Evaluate perceptions of mathematics and numeracy including ● popular views ● learner attitudes ● trends in learner attainment.

2.5 Qualification Assessment

The units in this qualification are assessed by a portfolio of evidence developed by each learner from a range of Centre devised tasks. After assessment and quality assurance by the Centre, evidence of achievement will be made available for moderation by ITC.

Each learner has to produce evidence to meet all the assessment criteria of each unit and this evidence must be authentic, reliable, valid and sufficient.

ITC template documents for assessment planning and recording are available in the support resources section of the ITC Website.

2.6 Awarding

After moderation a list of outcomes [pass or not yet meeting standard] will be forwarded to the Centre along with any certificates.

The assessment result is pass, or not yet meeting standard, there is no grading.

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ITC will award certificates according to the timescales in the ITC Customer Charter. Awarding can only occur within the qualification lifespan.

Unit certificates may be awarded upon learner request, for any unit completed, moderated and passed.

Replacement Certificates are available. Learners must apply using certificate request form 05. There is a small fee payable for replacement certificates issued.

3. Centre Approval to Deliver ITC Qualifications

3.1 Centre Approval

Centres wishing to offer the ITC Level 5 Diploma in Education and Training qualification will need to complete:

a) Online Centre application – www.itcfirst.org.uk/centres;
b) Centre agreement (C9).

Centres will need to consider:

a) sufficient resources for the delivery the qualification – physical and staffing, listed in this document – section 3.6;
b) learner access to sufficient resources for the qualification – learning centre, visual aids, textbooks, physical resources;
c) quality assurance procedures – internal assessment and internal quality assurance.

3.2 Teaching Programme

The content of the teaching programme is the responsibility of the Centre and is developed by the staff team of the Centre. ITC has guidance and advice documents to assist in the development of a teaching programme that can be supplied to Centres upon request.

The course programme is developed from the learning outcomes and assessment criteria for the qualification. A Centre scheme of work containing lesson plans for each session is to be available for scrutiny by ITC External Quality Assurance activity.

3.3 Internal Quality Assurance

Centres offering these qualifications must provide internal quality assurance that is standardised across individual assessors, assessment locations and learners.

The Centre must maintain evidence of all meetings, CPD events, standardisation activity in a Central File readily accessible at any time by an ITC representative. ITC has various assessment and moderation template documents available to assist all Centres.
There should be a risk-based quality assurance plan that monitors the skills of tutors at least annually, with evidence of standardisation maintained for external moderation.

The quality assurance plan should describe the internal quality assurance procedures and the evidence to be maintained for external quality assurance.

See section 4.1 for qualifications of staff involved with assessment and internal quality assurance.

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3.4 Learner Evaluation

An end of course evaluation form is to be completed by each learner and the data collected used to inform Centre quality procedures. The results of this evaluation review are to be available for scrutiny by ITC External Quality Assurance procedures.

3.5 Protecting the Interests of Learners

Centres will protect the interests of learners and the integrity of the qualification by implementing a coherent series of documents policies and procedures. ITC can provide various template documents upon request.

A Centre complaints and appeals policy is to be made available to every learner upon registration.

3.6 Resource Requirements

Centres delivering this qualification will be expected to have the training resources required to deliver the qualification. Learners undertaking this qualification must be able to access groups of learners/participants to enable a minimum of 100 hours of teaching practice to be undertaken. One-to-one teaching sessions are not acceptable for this teaching practice.

4. Centre Staffing

4.1 Tutor Credentials

Centres are expected to have an appropriate number of suitable tutors with experience and a clear understanding of the minimum core standards for teachers, and the relevant content for a teaching and assessment qualification. Assessors must hold a relevant teaching and assessing qualification but may be working towards a quality assurance qualification appropriate for the course/option route they are delivering.

Assessors
Assessors of this qualification must hold the qualifications as stated below or hold an equivalent qualification. ITC First can advise on the appropriateness of equivalent qualifications.

a) Level 5 Diploma in Education and Training, or equivalent, or higher,
b) Subject specific qualification/s (dependent on units delivered), including:
    i. Level 4 Internally Assure the Quality of Assessment or equivalent or higher, (Literacy Specialist and Numeracy Specialist qualifications);
    ii. Level 5 or above qualification in English (Literacy Specialist) or mathematics (Numeracy Specialist). The minimum to be 2 units within a Level 5 Diploma in Education and Training;
    iii. Evidence of suitable occupational experience, normally at least 2 years experience in the sector, evidenced by CV.

ITC require Centres to identify:

a) A nominated individual to lead the qualification delivery team in the Centre.

Internal Quality Assurance Staff:

a) should have up-to-date working knowledge and experience of best practice in assessment and quality assurance.;

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b) should hold an appropriate teaching and assessor qualification [see above];
c) should show current evidence of CPD in assessment and quality assurance;
d) should hold one of the following qualifications or their recognised equivalent:
    i. Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice, or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice;
    ii. V1;
    iii. D34.

Staff must maintain evidence of continuing professional development in contemporary issues in education, assessment and quality assurance.

5. Learner Registration

5.1 Selection of Learners

It is the responsibility of the Centre to provide guidance and advice to learners prior to the commencement of the programme.
The entry requirements for these qualifications are stated in section 2.2.
Prospective learners should be interviewed – to confirming suitability of the programme.

5.2 Information to Learners

Pre-course information should be provided to learners containing:
a) joining details;
b) literacy, numeracy, ICT requirements;
c) ID requirements;
d) expectations of course members;
e) outline of assessment assignment timelines;
f) link to relevant ITC policies and procedures on homepage of ITC website, including Appeals (P5) and Complaints (P16) procedures;
g) information on how to request reasonable adjustment to assessment so that learners have a fair assessment opportunity. See the ITC Website for further detail;
h) contact details for their course tutor or mentor.

5.3 Registration of Learners

Centres must meet the following requirements:
a) learners must be registered with ITC immediately on the start of the course and names uploaded to the ITC WebOffice within 10 days of course start date;
b) learner registration details must be entered into ITC WebOffice database within 10 working days of course start date;
c) Centres are to keep a copy of learner registration data;
d) Centres must have procedures in place to confirm the identity of each learner before they undertake an assessment.

Individual learning plans should be developed between the mentor and each learner with information to allow the learner to complete the assessment portfolios. The plan should identify learning needs and a written plan to address these needs, where appropriate.

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5.4 Learner Identity

Learners must be informed of the requirement to bring suitable photographic identification to the training course.

5.5 Learner Progression

Learning routes include:

- Further teacher training;
- employment opportunities.

6. Assessment

6.1 Assessment of Each Unit

Centre devised assessment tasks must provide sufficient evidence for all of the assessment criteria in the unit selected. These assessment tasks must be scrutinised and agreed by the Centre IQA or Centre Manager before implementation.

The Centre must provide:

- a description of the task set for each learner mapped to the assessment criteria;
- a declaration by the learner stating that all evidence is their own work;
- a complete portfolio for each learner for Internal Assessment, IQA and EQA purposes.

Template assessment documents are available to approved Centres. It is envisaged that holistic assessment will occur, and that assessment over all units can occur concurrently bar the mandatory pre-requisite unit, ***Theories, principles and models in education and training*** that must be completed prior to ***Developing teaching, learning and assessment in education and training***.

6.2 Assessment Tasks

Evidence for meeting all assessment criteria must be produced by the learner when completing the assessment tasks.

- Written work may be handwritten or generated digitally.
- Questioning must include question asked and learner response, recorded by audio, video recording or handwriting.
- ***Practice*** (i.e. observation of teaching) that is observed must be recorded on an observation proforma and evidenced within the portfolio.
- Practical work must generate evidence for each learner that can be recorded by witness statement, annotated photograph, video or peer observation report.
- Product evidence must either be kept for the IQA & EQA or video evidence or annotated photograph.

6.3 Internal Assessment

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Centres must have verification/moderation systems to ensure all assessment evidence is authentic, reliable, valid and sufficient and standardisation systems to ensure all staff can make consistent and fair assessment decisions.

Assignments and portfolios are to be marked by any appropriately qualified Centre Internal Assessor following the quality assurance procedures of the Centre, using documents and procedures either developed by the Centre and endorsed by the ITC External Quality Assurer or based upon documents provided by ITC.

Assessment results are to be recorded upon ITC documents listed below [or similar document approved by ITC EQA].

To assist in collecting authentic, reliable, valid and sufficient evidence ITC has developed and is continually updating evidence recording documents. The updated version will always be available from Support Resources on the Centre Web-Office. Including:

- MS.401 Level 5 Diploma in Education and Training (Outdoor Learning Specialist) Unit Evidence Tracking Document;
- MS.402 Level 5 Diploma in Education and Training (Specialist Education) Unit Evidence Tracking Document;
- MS.403 Level 5 Diploma in Education and Training (Special Educational Needs) Unit Evidence Tracking Document;
- MS.404 Level 5 Diploma in Education and Training (Literacy Specialist) Unit Evidence Tracking Document;
- MS.405 Level 5 Diploma in Education and Training (Numeracy Specialist) Unit Evidence Tracking Document;
- PT1 Individual Learning Plan Template;
- PT2 Tutorial Template;
- PT3 Reflective Journal Entry Template;
- PT4 Personal Summative Review Template;
- PT6 Professional Discussion Record Template;
- PT10 Expert Witness Template

Centres must keep assessment evidence for all units for each learner until the EQA visit. As stated in the signed ITC Centre agreement (C9) all learner assessment evidence must be made available to ITC upon request.

6.4 Internal Quality Assurance

Assignment evidence is to be internally quality assured following ITC centrally produced procedures [Appendix document listing of this document] or procedures agreed with an ITC External Quality Assurer.

To assist Centres in this function, the following documents are available on the ITC Web-Office.

- IQA1: Internal Quality Assurance Process
- IQA2: Centre Standardisation Records
- IQA3: Assessment Sampling Record
- IQA4: Assessor Sampling Report Record
- IQA5: Internal Quality Assurance Record Form

All IQA evidence must be maintained and archived for at least 3 years.

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7. Supporting Resources for Delivery

7.1 Reading List

Useful Web Resources:
http://www.itcfirst.org.uk
http://set.et-foundation.co.uk
http://www.et-foundation.co.uk
QTLS - Qualified Teacher Learning and Skills | Society for Education and Training

7.2 Professional Standards

The Education and Training Foundation has published in 2022 (https://set.et-foundation.co.uk/your-career/the-professional-standards/the-20-professional-standards-to-enhance-your-practice) the Professional Standards for Teachers and Trainers in the Further Education and Training Sector. These are given below.

Professional Values and Attributes: Develop your own judgement of what works and does not work in your teaching and training.

1. Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.
2. Promote and embed education for sustainable development (ESD) across learning and working practices.
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
5. Value and champion diversity, equality of opportunity, inclusion and social equity.
6. Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
7. Engage with and promote a culture of continuous learning and quality improvement.

Professional Knowledge and Understanding: Develop deep and critically informed knowledge and understanding in theory and practice.

8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements.
9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.

Professional Skills: Develop your expertise and skills to ensure the best outcomes for learners.

13. Promote and support positive learner behaviour, attitudes and wellbeing.
14. Apply motivational, coaching and skill development strategies to help learners progress and achieve.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
16. Select and use digital technologies safely and effectively to promote learning.
17. Develop learners' mathematics, English, digital and wider employability skills.
18. Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.

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19. Apply appropriate and fair methods of assessment, and provide constructive and timely feedback to support learning and achievement.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

8. External Quality Assurance

8.1 Procedures

An External Quality Assurance event may include some or all of the following methods:

a) initial Centre visit;
b) ongoing Centre visit;
c) desktop research;
d) internet research;
e) telephone or video meeting;
f) unannounced visit to training event;
g) action plan evidence review;
h) remote moderation;
i) attendance at standardisation events.

The nature of the activity will depend upon the risk rated track record of the Centre.

Centres will be notified of proposed external quality assurance events. During the Centre visit all the completed learner assessment evidence will be made available for moderation. Moderation of learner assessment evidence will be on a sampling basis.

As well as sampling the external quality assurance event may include the following specific requests:

a) confirmation of all policies and documented procedures;
b) a review of evidence of implementation of Centre policies and documented procedures;
c) a review of the evidence of Centre internal quality assurance and staff development events;
d) a review of the evidence generated from previous external moderations events including action plan evidence;
e) a review of documented draft assignment feedback by tutors;
f) a review of assessment evidence from any registered learner;
g) any guidance to deliver the qualification.

8.2 Visit Details

Centres will be allocated a named External Quality Assurer who may contact the Centre prior to a visit. For each announced visit:

a) the Centre will be notified in advance to allow time to make suitable arrangements. Normally planned at the previous visit;
b) the agenda for the meeting will be forwarded to the Centre;
c) the meeting will occur on the planned date;
d) preliminary action plans will be drafted for agreement and review at the time of the Centre visit;
e) action plan evidence will be generated according to the specified timescale by the Centre and approved or referred by ITC;
f) risk rating will be applied to each Centre and risk managed on an individual Centre basis.

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8.3 Qualification Standardisation

Centres must provide samples of assessment evidence from units, assessment materials or learner evidence upon request from ITC. The results of any standardisation activity will be provided to all ITC Centres delivering the units. All Centre confidential material will remain confidential.

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