

Level 5 Diploma in Education and Training (6502)

Example assignments



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For **Level 5** knowledge units in the following qualifications:

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1 About this document

The Level 5 Diploma in Education and Training is assessed by teaching portfolio and example assignments. The teaching portfolio will contain evidence to meet some of the assessment criteria across all the mandatory and some optional units. The example assignments in this assessment pack are offered to centres in an attempt to ensure that learners meet all assessment criteria.

Criteria from mandatory and optional units to be evidenced in teaching portfolio

413	Delivering employability skills	3.3, 3.4, 3.5
424	Understanding and managing behaviours in a learning environment	3.2, 4.2
426	Teaching, learning and assessment in education and training	2.3, 2.4 3.1, 3.2, 3.5 4.3 5.4, 5.5, 5.6, 5.7 6.3, 6.4, 6.5, 6.6 7.2
501	Developing teaching, learning and assessment in education and training	2.1, 2.2, 2.3, 2.4 3.2 4.1, 4.2, 4.3 5.1, 5.2, 5.3 6.2
506	Developing, using and organising resources within a specialist area	2.5, 2.6
507	Understanding and managing behaviours in a learning environment	3.2

It is anticipated that the teaching portfolio will be built over the duration of the programme and will evidence the practical elements of the qualification along with supporting documents. Centres may refer to the answer pack for further guidance.

This document contains the Level 5 **example** assignments and guidance centres will require for the knowledge units within the following qualifications:

6502 Level 5 Diploma in Education and Training

6502-51 Level 5 Diploma in Education and Training

6502-52 Level 5 Diploma in Education and Training (Learning and Development route)

6502-95 Level 5 Diploma in Education and Training (unit route)

This document includes:

- example assignments for candidates undertaking the above qualification(s)
- assessor guidance
- candidate assessment record documentation that can be used for each assignment.

The assignments in this document are provided as examples for centres to use to evidence the knowledge required for specific units. Alternatively, centres who want to develop their own assignments can do so, referring to the qualification information pack and unit handbooks for additional guidance.

This document contains the Level 5 example assignments as follows:

Assessments	Unit Title	Method
Assignment 412	Understanding the principles and practices of internals assuring the quality of assessment	Externally set assignment, locally marked and externally quality assured
Assignment 413	Delivering employability skills	Externally set assignment, locally marked and externally quality assured
Assignment 414	Effective partnership working in the learning and teaching context	Externally set assignment, locally marked and externally quality assured
Assignment 415	Equality and diversity	Externally set assignment, locally marked and externally quality assured
Assignment 416	Evaluating learning programmes	Externally set assignment, locally marked and externally quality assured
Assignment 417	Inclusive practice	Externally set assignment, locally marked and externally quality assured
Assignment 418	Preparing for the coaching role	Externally set assignment, locally marked and externally quality assured
Assignment 419	Preparing for the mentoring role	Externally set assignment, locally marked and externally quality assured
Assignment 420	Preparing for the personal tutoring role	Externally set assignment, locally marked and externally quality assured
Assignment 423	Teaching in a specialist area	Externally set assignment, locally marked and externally quality assured
Assignment 424	Understanding and managing behaviours in a learning environment	Externally set assignment, locally marked and externally quality assured
Assignment 426	Teaching, learning and assessment in education and training	Externally set assignment, locally marked and externally quality assured
Assignment 501	Developing teaching, learning and assessment in education and training	Externally set assignment, locally marked and externally quality assured
Assignment 502	Theories, principles and models in education and training	Externally set assignment, locally marked and externally quality assured
Assignment 503	Wider professional practice and development in education and training	Externally set assignment, locally marked and externally quality assured
Assignment 504	Action learning to support development of subject specific pedagogy	Externally set assignment, locally marked and externally quality assured

Assignment 505	Action research	Externally set assignment, locally marked and externally quality assured
Assignment 506	Developing, using and organising resources within a specialist area	Externally set assignment, locally marked and externally quality assured
Assignment 507	Understanding and managing behaviours in a learning environment	Externally set assignment, locally marked and externally quality assured
Assignment 508	Literacy and ESOL and the learners	Externally set assignment, locally marked and externally quality assured
Assignment 509	Literacy and ESOL theories and frameworks	Externally set assignment, locally marked and externally quality assured
Assignment 510	Literacy and the learners	Externally set assignment, locally marked and externally quality assured
Assignment 511	Literacy, ESOL and the learners	Externally set assignment, locally marked and externally quality assured
Assignment 512	Literacy theories and frameworks	Externally set assignment, locally marked and externally quality assured
Assignment 513	ESOL and the learners	Externally set assignment, locally marked and externally quality assured
Assignment 514	ESOL theories and frameworks	Externally set assignment, locally marked and externally quality assured
Assignment 515	Action learning for teaching in a specialist area of disability	Externally set assignment, locally marked and externally quality assured
Assignment 516	Understanding theories and frameworks for teaching disabled learners	Externally set assignment, locally marked and externally quality assured
Assignment 517	Numeracy and the learners	Externally set assignment, locally marked and externally quality assured

In addition to this document, centres will require the Level 5 Answer Pack and the Forms for centres pack both of which are available to download from www.cityandguilds.com

2 Introduction – guidance for assessors

Introduction

The assignments for the following units are optional, and are provided as exemplars for centres to use to evidence the knowledge required for these units.

Centres must be clear that it remains the assessor's responsibility to ensure that sufficient, valid evidence is recorded for each candidate to justify the achievement of each unit.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in the *Centre Manual – Supporting Customer Excellence*, which can be found on the centre support pages of **www.cityandguilds.com**. This document also explains the tasks, activities and responsibilities of quality assurance staff.

Additional Conditions of Use (Assessment Materials)

City & Guilds Assessment Materials are protected by copyright and are supplied only to Approved Centres for use solely for the purpose of summative assessment.

The following conditions, which apply to City & Guilds Assessment Materials, are additional to

- **the Standard Copying Conditions** which can be found at **<http://www.cityandguilds.com/142.html>**; and
- (where the City & Guilds Assessment Materials are dated examinations), the JCQ Instructions for Conducting Examinations.

The Approved Centre must:

- only use the City & Guilds Assessment Materials in formal, summative assessment leading to the award of credit / a qualification and **not** for **any** other purpose (including, but not restricted to, teaching, revision, as practice assessments or for commercial purposes);
- handle and store securely the City & Guilds Assessment Materials in accordance with the following conditions
 - City & Guilds Assessment Material must be accessible to candidates only during formal assessment as governed by the assessment conditions specified for the qualification;

- Candidate portfolios may contain assessment results referenced to the assessment taken but should not contain the City & Guilds Assessment Materials (such as assessment tasks or questions or candidates' marked scripts if the tests may be reused (unless otherwise stated));
- the Approved Centre must not make public **in any format** the contents of any City & Guilds Assessment Materials either in part or in full;
- City & Guilds Assessment Materials must be securely handled and under no circumstances shared with third party organisations or individuals.
- seek permission from City & Guilds via their Qualification Consultant if they want to convert City & Guilds Assessment Material for storage, retrieval and delivery in electronic form (ie using some form of e-assessment or e-learning system);
- provide access, on request, to City & Guilds to the system(s) on which the Assessment Materials appear.

Assessments

This qualification is assessed in a number of ways to provide a clear indication of candidate knowledge and skills. These include:

- knowledge and understanding tasks
- teaching practice
- approved centre devised assignments
- city and guilds example assignments
- teaching portfolio

Assessment is administered by the centre when the candidate is ready. Evidence is then marked and/or graded internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external quality assurance.

Unless specified, assessments can be completed in any order. Centres will be expected to organise the assessments in a logical order according to the requirements of the candidates and the course.

As a minimum Tutors should deliver the full breadth of the units and not limit teaching to the assessment tasks contained in this assessment pack. Records of candidate coursework, lesson plans, and samples of candidate work should be kept so they are easily accessible for the Qualification Consultant to sample to evidence the full delivery of the units.

Assessments should be used when delivery of a unit(s) is complete and candidates are ready to undertake summative assessment. Candidates should be aware of the standard of performance/evidence required of them in order to achieve a pass.

Observation of practice – required standard of practice

Observations of trainee teachers/trainers must be graded in accordance with the Ofsted guidelines. Assessed observations of practice should be appropriately spaced throughout the whole programme and take into account a trainee teacher/trainer's progress. Trainee teachers/trainers will therefore be observed at different stages in their development during the programme. It is recognised that in the early stages of their development, some trainee teachers/trainers may not yet demonstrate the characteristics of good practice (grade 2). The Initial Teacher Education inspection (ITE) handbook (Ofsted, 2012) states that, for outcomes for trainee teachers/trainers to be judged as at a good level (grade 2), much of their teaching should be good, with examples of outstanding teaching. It is recommended that all trainee teachers/trainers should be required to achieve a good standard of teaching by the end of their programme.

Any assessed observations of practice demonstrating the characteristics of inadequate practice (grade 4) identified in section 3.1 of the Ofsted guidelines should not be included in the total number of assessed observations of practice required for any individual qualification. However, providers should record these observations and provide detailed developmental feedback to trainee teachers/trainers.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in section 3.1 of the Ofsted guidelines be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor trainee teachers' progress towards meeting developmental points and achieving a good standard of practice (grade 2) by the end of their programme.

For the Level 5 Diploma in Education and Training, at least four hours of observed and assessed practice in observations linked to the mandatory units should demonstrate grade 2 characteristics.

For further details of the LSIS research and documented recommendations, please access the following

LSIS link <http://www.excellencegateway.org.uk/node/27406>

As it is now a requirement for observations of assessed practice to be graded in line with the Ofsted framework, centres are advised to ensure that observation reports evidence specifically how candidates have met the assessment criteria. In order to support both observers and candidates a comprehensive observation report form should be used, which is linked to the Ofsted grading criteria and the assessment criteria of the qualification.

City and Guilds have provided an example for in the 'forms pack' available from the City and Guilds website. Please refer to the qualification handbook for further details of staffing requirements for assessors and observers.

Knowledge and understanding tasks

In some cases, these can be completed away from the centre in the candidates' own time. This is only appropriate when:

- original thought on the part of the candidate is required, and marking criteria require demonstration of understanding, interpretation or evaluation of information. Here it can be expected that each candidate's evidence will be in their own words, and therefore identifiable as their own work, ie **not** straight recall of facts.
- where the assessor is confident that they will be able to accurately authenticate the candidates' evidence as their own, and detect any plagiarism.

Methods to support authentication of candidate work may include:

- final write-ups to take place under controlled or test conditions (**always** required where the evidence is straight recall of facts).

For evidence produced outside controlled conditions:

- requiring candidates to sign a declaration that the work is their own.
- requiring the candidates to reference all sources.
- supplementary (oral) questioning to gauge familiarity with the topic.
- looking out for any changes to the candidates usual writing style, unusual sources/examples or the use of eg US spellings or phrases that might indicate cutting and pasting from the internet.
- requiring access to evidence of steps in the process eg drafts, notes, planning etc.

For further information on authenticating candidate work, see: **www.ofqual.gov.uk/plagiarism-teachers**

A candidate may be given clarification if they are having trouble understanding what they are being asked to do in the assessment, but they must carry out the task themselves. Candidates should be made aware that if they refer to their tutors for guidance on understanding the task, the amount of guidance and support they are given may be reflected in their grade – where this is the case it will be reflected in the grading criteria, all pass criteria need to be based on the candidate's own work and therefore met without support.

A knowledge and understanding task should only be provided to the candidates once it is evident that they are ready to undertake the summative assessment. A realistic timeframe should be set for completion of the task. The submission schedule should be worked out by the centre, governed by the overall assessment plan for the course. The handing out of tasks and the deadlines for their return are matters for agreement between the assessor and the candidates locally. Candidates should be able to negotiate deadlines where they have a good reason for the request, but reliability and punctuality are watchwords of employment and centres will refer to their own centre policy when dealing with late submissions where no good reason is provided.

The tasks candidates have been set for this qualification should not prevent access unfairly. If a task is thought to prevent unfair access due to the type of evidence required, advice should be sought from the Quality Consultant on providing the evidence in a different format. For example if a task requires the candidate to provide information as a poster, then unless the design of the poster is being assessed, an alternative format such as an information booklet or report may be acceptable. Note however, that the requirements of the task must still be met in full and the marking/grading criteria applied without change.

Introducing the tasks to candidates

The assessor should introduce each task, making sure that the candidates understand what is required of them. It will be beneficial to take the candidates through what is required and the way in which each task will be graded as candidates need to know what is expected of them to get each grade.

It is best practice to agree and record a deadline for submission of a task which will give candidates a clear expectation of when their evidence needs to be completed. The timing of submission may be governed by assessment planning for other units within their qualification and to reflect the individual needs of candidates. The timing of submission for the assignment should always be in negotiation with assessor/ tutor/ candidate. Any timing agreements should be clearly recorded for candidates to refer to at a later date.

Opportunities to repeat tasks

The tasks are summative assessments and, other than to gain a Pass, candidates may not retake tasks to improve grades. It is therefore essential that the tasks are not used for formative purposes and the candidates only attempt them when they are judged to be fully ready. It is at the centre's discretion whether to allow a candidate to repeat a task, unless otherwise specified. A candidate should not be allowed to repeat until it is evident that they are ready to undertake the task.

Candidates can reuse any research that they have previously carried out and supplement their evidence when repeating a task. Unless specified, for internally marked short-answer questions, candidates will need to retake the full set of questions again. For observations, candidates will need to retake the full task.

Feedback

Assessors are expected to provide feedback on completed assignments. A pro forma for feedback, the **Candidate Assessment Record form** is included for each assignment. It is used to record the results of each assignment and feedback to the candidate. Internal quality assurers should sign this form on completion of each unit regardless of whether it has been sampled in their file/portfolio.

A copy of the Candidate Assessment Record form can be found on page 16, and an amendable version can be found in the Forms for centres pack which is available to download from **www.cityandguilds.com**.

Although some feedback may be given verbally, this is often forgotten by the candidate after the assessment, therefore, assessors should complete the form for each candidate, showing the key information given to the candidate. This will also serve as an action plan for candidates who are unsuccessful in a task and need to do further work before repeating the task.

Using the grading criteria and marking schemes

Only the knowledge and skills required by the unit(s) may be considered for marking and grading. Any additional skills displayed but which are not required for the unit (eg high levels of presentation of materials, IT, communication etc) should not influence the marking or grading.

The tasks must be marked by the centre using the marking and grading criteria provided by City & Guilds. Grading criteria can be found in the **Answer Pack** which is available to download from **www.cityandguilds.com**. The Answer Pack is password protected and must be held securely by centres and not made available to candidates.

Recognition of Prior Learning (RPL)

These summative assessments assess candidate learning, including prior learning. RPL, may not be used as an alternative.

Health and safety / Codes of practice

The importance of safe working practices, the demands of the Health and Safety at Work Act and the Codes of Practice associated with the industry **must** always be adhered to.

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow correct health and safety practices and procedures during practical assessment, the assessment **must be stopped** and the candidate advised of the reasons why. The candidate should be informed that they have not reached the standard of assessment required. At the discretion of the centre, candidates may retake the assessment at a later date when they are able to work safely. In any cases of doubt, guidance should be sought from the Quality Consultant.

Quality Assurance of assessments

Centres must use the provided documentation, unless otherwise agreed, to ensure that Quality Consultants can check that evidence for an assessment is complete and ensure that the allocation of marks is fair and beyond dispute. Centres may devise additional documentation/forms to support those provided by City & Guilds.

If a candidate's work is selected for external quality assurance sampling, samples of work must be made available to the appointed Quality Consultant who will ensure that

- the quality assurance co-ordinator is undertaking his/her responsibilities
- the quality assurance co-ordinator is given prompt, accurate and constructive feedback on centre operations
- a report is written on centre activities for City & Guilds.

Retention of evidence

In order to fully support candidates, centres are required to retain candidates' evidence until the next Qualification Consultant sampling activity. However where this is not possible the centre must keep all the relevant assessment records in place to show progress of the candidate throughout their qualification. Alternatively the centre could make arrangements with candidates to call portfolios back to the centre if they are required for scrutiny by the Qualification Consultant. Candidate assessment **records** (see the centre manual for details) must be retained for **three years** after certification.

Entry for assessment and certification

Entry for assessment and certification should be as specified in the qualification information pack and the Walled Garden.

Authenticity and Academic Practice

Centres are reminded to check for authenticity of work where candidates may be using texts and the Internet to complete tasks. Direct cut and paste of correctly selected material can be considered identification of fact, and assessors must use their judgement as to whether sufficient understanding has been shown through the use of such materials.

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level five qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Word counts

Tutors may guide candidates by using the word counts identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Candidate assessment record

Assignment feedback and result sheet



Unit number and title	Assignment
Candidate's name	Enrolment number
Assessor's name	Centre number
Dates assignment submitted	1 st
	2 nd

Tasks	1st Submission outcome	Resubmission outcome	IV Signature if sampled
A	Pass / refer	Pass / fail	
B	Pass / refer	Pass / fail	

Assessor/ Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/ Tutor feedback to candidate on outcome of resubmission

**Date of final assessment
decision**

**I confirm that this assessment has been completed to the required standard and meets
the requirements for validity, currency, authenticity and sufficiency**

Assessor/ Tutor
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal quality
assurer signature

Date

3 Unit assignments

The assignments for the Level 5 knowledge units for this qualification follow in this document.

Assignment	Task	Evidence required	Assessment criteria covered	
412	Understanding the principles and practices of internally assuring the quality of assessment	A	Report	1.1, 1.2, 1.3
		B	Management briefing paper	2.1, 2.2, 2.3, 3.1, 5.1, 6.2
		C	Professional discussions	1.4, 3.2, 4.1, 4.2, 4.3, 6.1, 6.3, 6.4
413	Delivering employability skills	A	Presentation	1.1, 1.2, 2.1, 2.2
		B	Rationale	3.1, 3.2
		C	Portfolio of Teaching Evidence	3.3, 3.4, 3.5
		D	Reflective account	4.1, 4.2
414	Effective partnership working in the learning and teaching context	A	Good practice guide	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.3, 5.1, 6.3
		B	Presentation	2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.2, 6.1, 6.2
		C	Personal skills review	5.3
415	Equality and diversity	A	Research report	1.1, 1.2, 1.3, 2.1, 2.2, 2.3
		B	Personal account	3.1, 4.1, 4.2
		C	Reflective account	3.2, 3.3, 5.1, 5.2, 5.3
416	Evaluating learning programmes	A	Research report	1.1, 1.2, 1.3, 1.4, 1.5
		B	Evaluation plan	2.1, 2.2, 2.3, 2.4
		C	Evaluation report	3.1, 3.2, 3.3, 3.4
		D	Presentation of results	3.5, 3.6
417	Inclusive practice	A	Research reports	1.1, 1.2, 2.1, 2.2, 2.3
		B	Personal account	3.1, 3.2, 3.3, 4.1, 4.4
		C	Reflective account and plan	4.2, 4.3, 5.1, 5.2, 5.3

418	Preparing for the coaching role	A	Team brief	1.1, 1.5, 2.1, 2.2, 3.1, 3.4
		B	Case study	1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 3.2, 3.3
419	Preparing for the mentoring role	A	Team brief	1.1, 1.5, 2.1, 2.2, 3.1, 3.4
		B	Case study	1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 3.2, 3.3
420	Preparing for the personal tutoring role	A	Recruitment document	1.1, 1.5, 2.1, 2.4
		B	Briefing paper	1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 4.2
		C	Induction booklet	3.2, 3.3, 3.4, 4.1, 4.3
423	Teaching in a specialist area	A	Research reports	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2
		B	Network and report	5.1, 5.2
		C	Reflective account and plan	6.1, 6.2, 6.3
424	Understanding and managing behaviours in a learning environment	A	Report	1.1, 1.2, 2.1, 2.2
		B	Rationale	3.1, 4.1
		C	Portfolio of teaching evidence	3.2, 4.2
		D	Reflective account	5.1, 5.2
426	Teaching, learning and assessment in education and training	A	Research report	1.1, 1.3, 2.2
		B	Investigative report	2.1, 3.3, 3.4, 4.1, 4.2, 6.1
		C	Portfolio of teaching evidence	2.3, 2.4, 3.1, 3.2, 3.5, 4.3, 5.4, 5.5, 5.6, 5.7, 6.3, 6.4, 6.5, 6.6, 7.2
		D	Personal analysis	5.1, 5.2, 5.3, 6.2, 7.1
		E	Evaluation	8.1, 8.2
501	Developing teaching, learning and assessment in education and training	A	Report	1.1, 1.2, 2.5, 6.1
		B	Investigative report	3.1, 3.3
		C	Portfolio of teaching evidence	2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2
		D	Reflective account	4.5, 5.5, 7.1, 7.2

502	Theories, principles and models in education and training	A	Research report	1.1, 1.2, 1.3, 1.4
		B	Report and presentation	2.1, 2.2
		C	Research activity	3.1, 3.2
		D	Research report	4.1, 4.2
		E	Research and reflective account	5.1, 5.2
503	Wider professional practice and development in education and training	A	Research report	1.1, 1.2, 2.1, 4.1
		B	Case study	3.1, 3.2, 3.3
		C	Impact analysis	2.2, 3.4, 4.2
		D	Analytical report	5.1, 5.2, 5.3, 5.4
504	Action learning to support development of subject specific pedagogy	A	Literature review	1.1, 2.2, 2.3
		B	Action learning set summary	1.2, 2.1, 3.1, 3.2, 4.1, 4.2
		C	Investigation report	5.1, 5.2, 6.1, 6.2, 6.3
505	Action research	A	Literature review	1.1, 1.2, 1.3, 3.1, 3.2
		B	Proposal	2.1, 2.2, 2.3, 2.4, 4.1, 4.2
		C	Research report	2.5, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2
		D	Reflective account and plan	6.1, 6.2, 6.3
506	Developing, using and organising resources within a specialist area	A	Resource project	1.1, 1.2 2.1, 2.2, 2.3, 2.4 5.1
		B	Information booklet	3.1, 3.2 4.1, 4.2
		C	Portfolio of teaching evidence	2.5, 2.6
		D	Reflective account	5.1, 5.2, 5.3
507	Understanding and managing behaviours in a learning environment	A	Research report	1.1, 1.2, 1.3, 3.1
		B	Investigative report	2.1, 2.2
		C	Portfolio of teaching evidence	3.2
		D	Personal account	3.3, 4.1, 4.2
508	Literacy and ESOL and the learners	A	Research report	1.1, 1.2, 1.3, 4.1, 4.2
		B	Presentation	2.1, 2.2, 3.1, 3.2
		C	Written study	5.1, 5.2, 5.3, 6.1, 6.2
		D	Rationale	7.1, 7.2

509	Literacy and ESOL theories and frameworks	A	Research report	1.1,1.2, 2.1, 2.2
		B	Language analysis	3.1, 3.2, 3.3, 3.4, 3.5, 3.6
		C	Rationale	4.1, 4.2, 4.3, 4.4
510	Literacy and the learners	A	Research report	1.1, 1.2, 1.3, 4.1
		B	Presentation and session notes	2.1, 2.2, 3.1, 3.2, 4.2, 4.3
		C	Information booklet	5.1, 5.2, 6.1, 6.2
511	Literacy , ESOL and the learners	A	Research report	1.1, 1.2, 1.3, 4.1
		B	Presentation and session notes	2.1, 2.2, 3.1, 3.2, 4.2, 4.3
		C	Information booklet	5.1, 5.2, 6.1, 6.2
512	Literacy theories and frameworks	A	Research report	1.1, 1.2, 2.1, 2.2
		B	Language analysis	3.1, 3.2, 3.3, 3.4
		C	Rationale	4.1, 4.2, 4.3, 4.4
513	ESOL and the learners	A	Research report	1.1, 1.2, 1.3, 4.1
		B	Presentation and session notes	2.1, 2.2, 3.1, 3.2, 4.2, 4.3
		C	Information booklet	5.1, 5.2, 6.1, 6.2
514	ESOL theories and frameworks	A	Research report	1.1 ,1.2, 2.1, 2.2
		B	Language analysis	3.1, 3.2, 3.3, 3.4, 3.5, 3.6
		C	Rationale	4.1 ,4.2, 4.3, 4.4
515	Action learning for teaching in a specialist area of disability	A	Literature review	1.1, 1.2, 2.1, 2.2, 2.3
		B	Investigative report	1.3, 3.1, 3.2, 3.3, 3.4
		C	Reflective account	3.5
516	Understanding theories and frameworks for teaching disabled learners	A	Literature review	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 4.1
		B	Report	3.1, 3.2, 3.3, 4.3, 5.1, 5.2, 5.3
		C	Reflective account	1.3, 4.2
517	Numeracy and the learners	A	Research report	1.1, 1.2, 1.3, 2.1, 2.2, 2.3
		B	Individual learning plan	4.1, 4.2
		C	Session plan	3.1, 3.2
518	Numeracy knowledge and understanding	D	Information booklet	5.1, 5.2, 6.1, 6.2
		A	Research report	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4
		B	Analysis	3.1, 3.2
		C	Evaluation with CPD action plan	4.1, 4.2

Assignment 412 Understanding the principles and practices of internally assuring the quality of assessment



Assignment overview

There are **six** learning outcomes to this unit:

1. Understand the context and principles of internal quality assurance
2. Understand how to plan the internal quality assurance of assessment
3. Understand techniques and criteria for monitoring the quality of assessment internally
4. Understand how to internally maintain and improve the quality of assessment
5. Understand how to manage information relevant to the internal quality assurance of assessment
6. Understand the legal and good practice requirements for the internal quality assurance of assessment.

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification information pack and unit handbooks.

Assignment coverage

Task	Task name	Learning outcomes covered
A	Report	1.1, 1.2, 1.3
B	Management briefing paper	2.1, 2.2, 2.3, 3.1, 5.1, 6.2
C	Professional discussion Error! No text of specified style in document.	1.4, 3.2, 4.1, 4.2, 4.3, 6.1, 6.3, 6.4

Assignment 412 Understanding the principles and practices of internally assuring the quality of assessment

Tasks

Task A Report

Investigate the context and principles of internal quality assurance. Using your research, produce a written report of your findings which should include:

1. an explanation of the functions of internal quality assurance in learning and development (ref 1.1)
2. an explanation of the key concepts and principles of the internal quality assurance of assessment (ref 1.2)
3. an explanation of the role of practitioners that are involved in the internal and external quality assurance process. (ref 1.3)

The report must be produced in a professional academic writing style and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task B Management briefing paper

Your department has not been involved in qualifications previously. You need to inform your manager how you will plan and prepare to carry out internal quality assurance of the assessor team's work.

Produce a briefing paper that provides the following information for your manager:

- an evaluation of the importance of planning and preparing internal quality assurance activities (ref 2.1)
- an explanation of what an internal quality assurance plan should contain (ref 2.2)
- a summary of the preparations that need to be made for internal quality assurance which should include:
 - information collection
 - communications
 - administrative arrangements
 - resources (ref 2.3)
- an evaluation of different techniques for sampling evidence of assessment, including an evaluation of different ways in which technology can contribute to internal quality assurance (ref 3.1, ref 6.2)
- an evaluation of requirements for information management, data protection and confidentiality in relation to internal quality assurance of assessment (ref 5.1).

Your briefing paper may be presented in any written format of your choice and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Assignment 412 Understanding the principles and practices of internally assuring the quality of assessment



Tasks

Task C Professional discussion

Your assessor will conduct a professional discussion with you.

The purpose of the professional discussion is to assess the knowledge of the candidate and to be certain that they have a firm understanding of principles and practices of internally assuring the quality of assessment. The specific areas of activity to be explored must be clearly identified and agreed in advance between the assessor and candidate. In addition the assessor must inform the candidate in advance how the discussion will be conducted and recorded.

The pro-forma, which is Appendix 1 can be used to record this discussion.

Assessment 412 Understanding the principles and practices of internally assuring the quality of assessment

Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not solely on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned approach to reading and research, and adequate academic referencing and citing to essential sources including the use of appropriate quotes. Where the candidate is already an IQA practitioner, the writing should link theory and principles to their practice. However this may not be possible in all cases as not all candidates will have experience of IQA practice. However, throughout the report there should be clear evidence of reflection regarding the concepts and principles outlined so that it is clear that the candidate has understood.

Tutors may guide candidates by using the word counts identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Report

Candidates may produce the report in a professional written format. The report should demonstrate the candidate's understanding of the underlying concepts and principles as well as the more practical roles and functions of IQA.

It is envisaged that the report would have an estimated word count of approximately 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Where candidates do not achieve the necessary pass mark, they should be given a chance to re-present the report on one further occasion at the discretion of the centre. Please refer to the Answer Pack for grading rules.

Task B Management Briefing Paper

There are no prescribed requirements for how the work should be presented, spelling, grammar etc. In addition a Management Briefing Paper does require a suitable level of business writing skills. Where the candidate is already an IQA practitioner the writing should reflect this. However this may not be possible in all cases as not all candidates will have experience of IQA practice.

It is envisaged that the Management Briefing Paper would have an estimated word count of approximately 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assessment 412 Understanding the principles and practices of internally assuring the quality of assessment



Assessor guidance (continued)

Where candidates do not achieve the necessary pass mark, they should be given a chance to re-present the report at the discretion of the centre. Please refer to the Answer pack for grading rules.

Task C Professional discussion

The professional discussion is:

- a structured interview which explores key aspects of the learner's understanding of practice or procedures
- a dialogue rather than a question and answer session
- part of the assessment plan and agreed in advance with the learner.

The outcomes of the professional discussion could be captured by means of audio/video clip or written summary eg using the professional discussion pro-forma provided. The audio/video clip recording must be of good quality and be accompanied by a written time log. This log should identify specific Learning Outcomes or Assessment Criteria so that they can be readily located on the recording and sampled by internal and external quality assurers.

All completed records of candidates' responses should be securely stored by the centre for quality assurance by City & Guilds.

Additional guidance on how to prepare and conduct the professional discussion is provided on the following page.

Assessment 412 Understanding the principles and practices of internally assuring the quality of assessment

Assessor guidance (continued)

Guidance for professional discussion

Thorough planning with the candidate is essential and should include the topic for discussion, links to the unit and how the discussion is to be recorded to match the candidate's needs. The professional discussion pro-forma should be completed and signed/dated by the assessor and candidate.

Venue, date, time – The assessor should ensure there is a quiet, confidential area and that equipment is available.

The day before – The assessor should phone the candidate to confirm and recap what is being covered and what will happen.

Day of the assessment

The assessor should:

- ensure they have all the relevant assessment records, copies of the unit as required, basic stationary and technical equipment
- arrive early and be prepared
- on arrival check all is well with the candidate and that they are comfortable to continue
- explain the grievance/appeals procedure
- before they start, when using recording equipment, introduce the unit, Learning Outcomes/Assessment Criteria, etc. to be discussed, give name of learner, assessor, site and date.

Manage the process – The assessor should keep the discussion focused and to the time span agreed and within the requirements of the Learning Outcomes/Assessment Criteria.

If the candidate is nervous the assessor can provide support by rewording the question, recapping, using previous experiences and reflection, drawing out information with open and sometimes closed questions (for focused answers).

The assessor should avoid talking too much or leading the candidate. The assessor should encourage and praise the candidate appropriately and give constructive feedback to the candidate when they have finished.

Completed pro-forma should be signed and dated; the written record should be completed sufficiently to support access to the electronic record.

To pass this task, the candidates must cover all points successfully. Example answers are provided in the following section and are a guide only. Assessors must use their own professional judgement about the content covered by the candidate.

Assessment 412 Understanding the principles and practices of internally assuring the quality of assessment



Candidate guidance

Task A Report

You may produce the report in any written format of your choice. The report should demonstrate your understanding of the underlying concepts and principles as well as the more practical roles and functions of practitioners.

Task B Management briefing paper

There are no prescribed requirements for how the work should be presented, spelling, grammar etc. However, this task requires good presentation and coherent written skills, evidence of a planned approach to reading and research, and adequate referencing and citing to essential sources including the use of appropriate quotes.

Task C Professional discussion

Your assessor will conduct a professional discussion with you. The purpose of this discussion is to assess your knowledge and to confirm your understanding of principles which support practice in internal quality assurance. This provides you with an opportunity to show the depth and breadth of your knowledge of this subject.

The areas that will be covered are around the following themes:

- regulations and requirements for internal quality assurance in own area of practice
- appropriate criteria to use for judging the quality of the assessment process
- types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment
- standardisation requirements in relation to assessment
- procedures regarding disputes about the quality of assessment
- legal issues, policies and procedures relevant to the internal quality assurance of assessment including those for health, safety and welfare
- value of reflective practice and continuing professional development in relation to internal quality assurance
- requirements for equality, diversity and bilingualism, in relation to the internal quality assurance of assessment.

Assessment 412 Understanding the principles and practices of internally assuring the quality of assessment

Candidate guidance (continued)

Your assessor will plan the content of the professional discussion with you in advance. They will also help you to prepare.

Your assessor will inform you of the venue, date and time of the discussion and will also ensure there is a quiet area which will allow for confidentiality.

Your assessor will give you any required or additional information ahead of the assessment.

Together you will agree how a record of the discussion will be kept and stored. This record may be using a written pro-forma, audio or video clips.

On the day of the assessment you should arrive early and be prepared. You should prepare any questions that you may wish to ask your assessor before the assessment starts.

Assignment 413 Delivering employability skills

Assignment overview



There are **four** learning outcomes to this unit:

1. Understand the difference between employability skills and employment skills
2. Understand the personal qualities and skills needed for the delivery of employability skills
3. Be able to use techniques, strategies, and practices that reflect the workplace in the delivery of employability skills
4. Be able to evaluate own delivery of employability skills.

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification information pack and unit handbooks.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Presentation	1.1, 1.2 2.1, 2.2
B	Rationale	3.1, 3.2
C	Portfolio of Teaching Evidence	3.3, 3.4, 3.5
D	Reflective account	4.1, 4.2

Assignment 413 Delivering employability skills

Tasks

Task A Presentation

This task is scenario based. It will enable you to demonstrate your understanding of employability skills.

You have applied for a post delivering employability skills. As part of the selection process, you have been asked to produce a presentation and provide notes which explain the

- a) differences between employability skills and employment skills (ref.1.1)
- b) benefits to learners of having employability skills. (ref.1.2)

Conclude your presentation with an analysis of the personal qualities and skills required to deliver employability skills and how personal presentation impacts on the success of your delivery. (ref. 2.1, 2.2)

Your presentation can be in any written format of your choice and may include a slide presentation with notes, reports, tables, charts and diagrams where appropriate. You will be assessed on the content of the presentation only.

Task B Rationale

As part of your planning, provide a rationale which reviews

- a) techniques for the delivery of employability skills (ref. 3.1)
- b) strategies used to transform training areas to reflect a realistic working environment. (ref. 3.2)

Your rationale may be produced in any format of your choice may include a tables, charts and diagrams where appropriate.

Task C Portfolio of Teaching Evidence

Using your teaching portfolio, provide evidence of your current teaching practice in which you:

- a) plan employability skills sessions that
 - meet the needs of learners
 - reflect a realistic working environment (ref.3.3)
- b) use selected techniques and strategies to deliver employability skills sessions (ref.3.4)
- c) demonstrate ways to negotiate behavioural parameters when using workplace practices with learners. (ref.3.5)

There is a requirement for your practice to be observed and assessed in this task.

Assignment 413 Delivering employability skills

Tasks (continued)



Task D Reflective account

Produce a reflective account which:

- a) evaluates the effectiveness of techniques, strategies, and practices used for the delivery of employability skills (ref. 4.1)
- b) identifies own strengths and areas for improvement for the delivery of employability skills. (ref. 4.2)

You may produce the reflective account in any written format of your choice.

Assignment 413 Delivering employability skills

Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned approach to reading and research, and adequate academic referencing and citing to essential sources including the use of appropriate quotes. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Presentation

Candidates should produce the presentation in a professional written format and may include a slide presentation with notes, reports, tables, charts and diagrams where appropriate. Candidates should be assessed on presentation preparation only.

It is envisaged that the presentation would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages or 6 – 8 slides with notes. However please note that this is **guidance only** and not a requirement of the assessment.

Task B Rationale

Candidates may produce the rationale in a professional written format may include a tables, charts and diagrams where appropriate.

It is envisaged that the presentation would have an estimated word count of 250 – 350 words, equivalent to 1-2 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task C Portfolio of Teaching Evidence

Candidates must refer to the table at the start of this document which identifies the criteria from each unit which must be provided.

Please note that there is a requirement to observe and assess practice in this task.

Task D Reflective account

Candidates may produce the reflective account in a professional written format. The account should demonstrate an understanding of how different aspects of their reading links coherently to the assessing role.

It is envisaged that the reflective back would have an estimated word count of 250-350 words, equivalent to 1-2 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 414 Effective partnership working in the learning and teaching context



Assignment overview

There are **six** learning outcomes to this unit:

1. Understand the purpose and nature of partnership working
2. Understand the purpose, aims and objectives of a partnership
3. Understand the structure and management of a partnership
4. Understand how to measure and report on a partnership's outputs
5. Understand how to communicate effectively within a partnership
6. Understand the wider context within which a partnership operates

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification information pack and unit handbooks.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Good practice guide	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 4.3 5.1 6.3
B	Presentation	2.1, 2.2 3.1, 3.2, 3.3, 3.4, 3.5 4.1, 4.2 5.2 6.1, 6.2
C	Personal skills review	5.3

Assignment 414 Effective partnership working in the learning and teaching context

Tasks

This assignment is scenario based. It will enable you to demonstrate your understanding of how partnerships operate in the teaching and learning environment, to apply this understanding to a project you are/may be involved in, and to identify your own skills in partnership working.

Task A Good practice guide

Your organisation has recently created a department whose remit will be to build effective partnerships with other organisations for the effective delivery of teaching and learning programmes. Your role is to identify good practice in partnership working, and to produce a guide for members of the team.

Carry out research into partnership working and produce a good practice guide which:

- a) explains the reasons for working in partnership (ref. 1.1)
- b) reviews the opportunities and challenges of working within a partnership (ref. 1.2)
- c) reviews the partnership models which may be adopted (ref. 1.3)
- d) explains how partnerships can be monitored and sustained to achieve their outputs (ref. 1.4)
- e) explains the need for ground rules and terms of reference for working with partners (ref. 1.5)
- f) justifies the importance of realistic timescales and deadlines in effective partnership working (ref. 1.6)
- g) summarises the methods for effective communication between partners and ways of presenting partnership outputs to significant others (ref. 4.3, 5.1)
- h) reviews ways for a partnership to establish and maintain communities of practice. (ref. 6.3)

Your guide should be presented in a professional written format of your choice and should include evidence of your research with references.

Task B Presentation

Your organisation has entered into a partnership to deliver a teaching and learning programme. You are required to present an outline of the partnership project to the senior management team.

Select a specific partnership that you are familiar with and produce a presentation which:

- a) explains the purpose and identifies the aims and objectives of the partnership, including a summary of the performance indicators used to measure its effectiveness (ref. 2.1, 2.2, 4.1)
- b) reviews how the partnership is managed, identifying potential management issues (ref. 3.5)
- c) summarises the impact of key government policies and initiatives on the partnership (ref. 6.2)
- d) reviews individual roles and responsibilities within the partnership and identifies the boundaries and ownership issues of those roles (ref. 3.1, 3.3)
- e) reviews the resource implications for the partnership and its individual members (ref. 3.4)
- f) reviews the effectiveness of the partnership's outputs, using data that is valid and reliable (ref. 4.2)
- g) summarises the potential contribution of key stakeholders to the partnership and explains the potential impact of other stakeholders and agencies and how they might contribute (ref. 3.2, 6.1)
- h) reviews the communication strategy of the partnership. (ref. 5.2)

Your presentation can be provided in any format of your choice. You are not required to deliver your presentation.

Assignment 414 **Effective partnership working in
the learning and teaching context**



Tasks (continued)

Task C **Personal skills review**

You have been in your post for one year and are due to have an appraisal with your Head of Department, and need to prepare.

Review your own communication skills as a member of the partnership team, focusing on the methods you use to communicate, produce a summary of your personal skills. (ref. 5.3)

Your personal skills review may be produced in any written format of your choice.

Assignment 414 Effective partnership working in the learning and teaching context



Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned approach to reading and research, and adequate academic referencing and citing to essential sources including the use of appropriate quotes. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection. Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Good practice guide

Candidates should produce the guide in a professional written format and may include tables and diagrams where appropriate. Keeping the task scenario in mind, the good practice guide needs to reflect the results of any research and reading which has been undertaken in identifying good practice when working with partners.

It is envisaged that the good practice guide would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task B Presentation

The presentation should be based on a real partnership as it will be difficult to meet the assessment criteria if using a simulated approach. To set the presentation in context, the candidate should give an overview of the partnership they have selected.

Candidates may produce the presentation in a professional written format, and are not required to deliver the presentation.

It is envisaged that the presentation would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages or 10-15 slides with accompanying notes. However please note that this is **guidance only** and not a requirement of the assessment.

Task C Personal skills review

Candidates may produce the personal skills review in a professional written format, for example using a SWOT analysis or one of the reflective models which lend themselves to identifying strengths and weaknesses in communication. Candidates could be encouraged to make recommendations for their own improvement.

It is envisaged that the personal skills review would have an estimated word count of 250 words, equivalent to 1 page. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 415 Equality and diversity

Assignment overview



There are **five** learning outcomes to this unit:

1. Understand the key features of a culture which promotes equality and diversity
2. Understand the importance of promoting equality and valuing diversity in lifelong learning
3. Be able to promote equality and value diversity
4. Understand how to help others in the promotion of equality and valuing of diversity
5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification information pack and unit handbooks.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2, 1.3 2.1, 2.2, 2.3
B	Personal account	3.1 4.1, 4.2
C	Reflective account	3.2, 3.3 5.1, 5.2, 5.3

Task A Research report

Carry out research into the meaning of equality and diversity in the teaching and learning environment.

Using your research, produce a written report of your **findings** which should include:

- a) an analysis of the benefits of promoting equality and diversity with a summary on the benefits and their impact (ref. 1.2)

As part of your analysis, you should include:

- a definition of the terms of equality and diversity in the UK context (ref. 1.1)
 - definitions of the relevant legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity (ref. 1.3)
- b) an explanation of actions that can be taken to show how you can demonstrate that individual learners are valued (ref. 2.2)
 - c) an explanation of good practice in providing individual learners with information. (ref. 2.3)

Your report should demonstrate your understanding of how your research links coherently to these aspects of equality and diversity.

Your report may be presented in any written format of your choice and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task B Personal account

Provide a written account of actions you have taken which demonstrate how you promote equality and diversity in lifelong learning, and include:

- a) how to use communication strategies to promote equality and diversity (ref. 3.1)
- b) a description of how actions by individuals can undermine equality and diversity (ref. 4.1)
- c) recommendations for modifying learning situations and structures which do not promote equality and diversity (ref. 4.2)

Your personal account may be presented in any written format of your choice.

Task C Reflective account

Provide a reflective account showing that you have considered your practice and identified your strengths and areas for personal development relating to promoting equality and diversity. (ref. 5.1, 5.3)

Your reflective account should include:

- a) an evaluation of the impact of your practice in promoting equality and diversity (ref. 5.2)
- b) an analysis of how your behaviour can impact on organisational culture in relation to equality and diversity (ref. 3.2)
- c) an explanation of how working with other agencies can promote diversity (ref. 3.3)
- d) how the promotion of equality and diversity can protect learners from risk of harm. (ref. 2.1)

Your reflective account may be in any written format of your choice.

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned approach to reading and research, and adequate academic referencing and citing to essential sources including the use of appropriate quotes. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A **Research report**

Candidates should produce the research report in a professional written format and may include tables and diagrams where appropriate.

It is envisaged that the research report would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task B **Personal account**

It is expected that candidates will draw on personal experience, or give examples of when colleagues have encountered equality and diversity challenges in the classroom.

Candidates may produce the personal account in a professional written format.

It is envisaged that the personal account would have an estimated word count of 500-750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task C **Reflective account**

This reflective account meets a number of assessment criteria and is a separate activity from any Reflective Learning Journal the candidates may choose to complete.

Candidates may produce the reflective account in a professional written format, for example as written text with some aspects addressed by a SWOT analysis.

It is envisaged that the reflective account would have an estimated word count of 500-750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 416 Evaluating learning programmes

Assignment overview



There are **three** learning outcomes to this unit:

1. Understand the principles of evaluating learning programmes
2. Be able to plan the evaluation of a learning programme
3. Be able to evaluate the effectiveness of a learning programme

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification information pack and unit handbooks.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2, 1.3, 1.4, 1.5
B	Evaluation plan	2.1, 2.2, 2.3, 2.4
C	Evaluation report	3.1, 3.2, 3.3, 3.4
D	Presentation of results	3.5, 3.6

Task A Research report

Carry out research and write a report that shows an analysis of:

- a) the principles of evaluating learning and explain how principles can be applied to learning programmes (ref. 1.1, 1.2)
- b) methods used for the evaluating the effectiveness of learning programmes (ref. 1.3)
- c) methods of data collection and the use of analysis to evaluate learning programmes. (ref. 1.4)

In addition, the report should explain the impact of guidelines and legislation on data collection and analysis. (ref. 1.5)

Your report should be presented in a professional written format of your choice and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task B Evaluation plan

Using a learning programme with which you are familiar:

- a) develop a framework for the evaluation of the learning programme (ref. 2.1)
- b) devise objectives in order to achieve evaluation aims (ref. 2.2)
- c) select methods for evaluating the effectiveness of the learning programme (ref.2.3)
- d) select methods for collecting data to evaluate the effectiveness of the learning programme. (ref.2.4)

Your evaluation plan should be presented in a professional written format of your choice.

Task C Evaluation report

Drawing on the research in Task A and using the plan prepared in Task B, apply selected methods to:

- a) evaluate the learning programme (ref. 3.1)
- b) collect data to evaluate the learning programme. (ref. 3.2)

In addition, analyse the data collected to evaluate the effectiveness of the learning programme applying relevant guidelines and legislation. (ref. 3.3, 3.4)

Your evaluation report should be presented in a professional written format of your choice.

Task D Presentation of results

Present an analysis of evaluation results and explain how they can be used to improve the learning programme. (ref.3.5, 3.6)

Your presentation can be in any written format of your choice and may include a power point presentation with notes, reports, tables, charts and diagrams where appropriate. Candidates should be assessed on presentation preparation only.

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned approach to reading and research, and adequate academic referencing and citing to essential sources including the use of appropriate quotes. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Research report

Candidates should produce the research report in a professional written format and may include tables and diagrams where appropriate.

Candidates should be encouraged to include definitions of validity and reliability in the principles of evaluation. Models of evaluation may include those of Kirkpatrick and Stufflebeam's CIPPs. Candidates may choose to make links between the evaluation of learning programmes and the overall Quality Assurance processes of the organisation.

It is envisaged that the research report would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task B Evaluation plan

Candidates may produce the evaluation plan in a professional written format of their choice.

Task C Evaluation report

Candidates should produce the evaluation report in a professional written format and must include the results of the data analysis and make links to the research carried out for Task A.

Ideally the candidate will be involved in evaluating their own programme and should be based on real experience. Areas for data collection could include retention and success rates, assessment achievement, teaching and learning approaches (including observation grades of deliverers), learner feedback and internal QA and external QA feedback.

It is envisaged that the evaluation report would have an estimated word count of 500-750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task D Presentation of results

Candidates may produce set of slides and/or hand-outs for a presentation in a professional written format and may include images, tables, charts and diagrams where appropriate.

It is envisaged the set of slides and/or hand-outs will be 300-400 words equivalent to 6-8 slides.

However please note that this is **guidance only** and not a requirement of the assessment.

Candidates should be assessed on presentation preparation only.

Assignment 417 Inclusive practice

Assignment overview

There are **five** learning outcomes to this unit:

1. Understand factors that influence learning
2. Understand the impact of policy and regulatory frameworks on inclusive practice
3. Understand roles and responsibilities relating to inclusive practice
4. Understand how to create and maintain an inclusive learning environment
5. Understand how to evaluate own inclusive practice.

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification information pack and unit handbooks.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research reports	1.1, 1.2 2.1, 2.2, 2.3
B	Personal account	3.1, 3.2, 3.3 4.1, 4.4
C	Reflective account and plan	4.2, 4.3 5.1, 5.2, 5.3

Task A Research reports

Carry out research into inclusive practice and produce the following **two** reports.

- a) Using your research, produce a written report that reviews the impact of:
 - personal, social and cultural factors on learning (ref. 1.1)
 - different cognitive, physical and sensory abilities on learning. (ref. 1.2)
- b) Using your research, produce a written report that summarises policy and regulatory frameworks relating to inclusive practice, and explains how they influence: (ref. 2.1)
- c)
 - organisational policies (ref. 2.2)
 - your own practice. (ref. 2.3)

Your reports should be presented in a professional written format of your choice and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task B Personal account

Produce a written account, drawing on your experience of teaching, which:

- a) summarises your own role and responsibilities relating to inclusive practice and explains how it relates to the roles and responsibilities of other professionals (ref. 3.1, 3.2)
- b) identifies points of referral you might use to meet the needs of the learner (ref 3.3)
- c) reviews key features and benefits of inclusive learning environments and strategies for effective liaison between professionals involved in inclusive practice. (ref 4.1, 4.4)

Your personal account may be presented in any written format of your choice.

Task C Reflective account and plan

Provide a reflective account in which you:

- a) review the effectiveness of your own inclusive practice
- b) identify your strengths and areas for improvement (ref. 5.1, 5.2)
- c) analyse ways to promote inclusion, equality and value diversity. (ref. 4.2, 4.3)

Produce a plan which identifies opportunities to improve your own inclusive practice. (ref. 5.3)

Your reflective account and plan may be presented in any written format of your choice.

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned approach to reading and research, and adequate academic referencing and citing to essential sources including the use of appropriate quotes. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Research reports

Candidates should produce the research reports in a professional written format and may include tables and diagrams where appropriate.

It is envisaged that the research reports would have a combined estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task B Personal account

It is expected that candidates will draw on their personal experience of teaching in an inclusive learning environment.

Candidates may produce the personal account in a professional written format.

It is envisaged that the personal account would have an estimated word count of 500-750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task C Reflective account and plan

Candidates may produce the reflective account and plan in a professional written format, and may include a blog such as IfL REFLECT where appropriate.

It is envisaged that the reflective account and plan would have a combined estimated word count of 500-750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 418 Preparing for the coaching role

Assignment overview

There are **three** learning outcomes to this unit:

1. Understand own role and responsibilities in relation to coaching
2. Understand the use of coaching in a specific context
3. Understand how to identify client goals and outcomes

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification information pack and unit handbooks.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Team brief	1.1, 1.5 2.1, 2.2 3.1, 3.4
B	Case study	1.2, 1.3, 1.4 2.3, 2.4, 2.5 3.2, 3.3

Tasks

Your organisation is considering designing and developing a coaching programme for staff and your team has been identified as being used as the pilot. As a team leader, you will need to research the coaching role and brief your team.

Task A Team brief

Carry out research into preparing for the coaching role and produce a team brief which will analyse:

- a) the skills and qualities required for a specific coaching role (ref. 1.1)
- b) ways of building a relationship with a client in a coaching role (ref. 1.5)
- c) the benefits of coaching in a specific context (ref. 2.1)
- d) the impact of coaching on individual learning and development (ref.2.2)
- e) ways of identifying and agreeing outcomes and goals with clients (ref. 3.1)
- f) client responsibility and autonomy for making changes. (ref.3.4)

Your team brief should be presented in a professional written format of your choice and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task B Case study

Taking a case study approach to working with a client, explain:

- a) how own values, behaviours, attitudes and emotional awareness can impact on the coaching role (ref. 1.2)
- b) why it is important to establish ground rules for engagement and boundaries in a coaching relationship (ref.1.3)
- c) the importance of acting according to ethical and professional standards in a coaching relationship (ref.1.4)
- d) legal and organisational requirements in a specific context relating to:
 - data protection
 - privacy
 - confidentiality
 - safe-guarding and disclosure (ref. 2.3)
- e) what constitutes a safe and comfortable environment for a coaching session (ref. 2.5)
- f) the role of a coaching agreement (ref. 3.2)
- g) the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals. (ref. 3.3)

In addition, identify sources of support to deal with issues which are outside own expertise or authority. (ref. 2.4)

Your case study may be presented in any written format of your choice.

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned approach to reading and research, and adequate academic referencing and citing to essential sources including the use of appropriate quotes. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

The tasks for this unit must relate to the learner's specific coaching area and context.

Task A **Team brief**

Candidates should produce the team brief in a professional written format and may include a slide presentation with notes, tables and diagrams where appropriate. Candidates are only required to prepare the team brief although they may choose to deliver it.

It is envisaged that the team brief would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages or 8-10 slides with notes. However please note that this is **guidance only** and not a requirement of the assessment.

Task B **Case study**

Candidates may produce the case study in a professional written format.

It is envisaged that the case study would have an estimated word count of 800-1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 419 Preparing for the mentoring role

Assignment overview

There are **three** learning outcomes to this unit:

1. Understand own role and responsibilities in relation to mentoring
2. Understand the use of mentoring in a specific context
3. Understand how to identify client goals and outcomes

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification information pack and unit handbooks.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Team brief	1.1, 1.5 2.1, 2.2 3.1, 3.4
B	Case study	1.2, 1.3, 1.4 2.3, 2.4, 2.5 3.2, 3.3

Tasks

Your organisation is considering designing and developing a mentoring programme for staff and your team has been identified as being used as the pilot. As a team leader, you will need to research the mentoring role and brief your team.

Task A Team brief

Carry out research into preparing for the mentoring role and produce a team brief which will analyse:

- a) the skills and qualities required for a specific mentoring role (ref. 1.1)
- b) ways of building a relationship with a client in a mentoring role (ref. 1.5)
- c) the benefits of mentoring in a specific context (ref. 2.1)
- d) the impact of mentoring on individual learning and development (ref. 2.2)
- e) ways of identifying and agreeing outcomes and goals with clients (ref. 3.1)
- f) client responsibility and autonomy for making changes. (ref.3.4)

Your team brief should be presented in a professional written format of your choice and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task B Case study

Taking a case study approach to working with a client, explain:

- a) how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role. (ref. 1.2)
- b) why it is important to establish ground rules for engagement and boundaries in a mentoring relationship (ref.1.3)
- c) the importance of acting according to ethical and professional standards in a mentoring relationship (ref.1.4)
- d) legal and organisational requirements in a specific context relating to:
 - data protection
 - privacy
 - confidentiality
 - safe-guarding and disclosure.(ref. 2.3)
- e) what constitutes a safe and comfortable environment for a mentoring session (ref. 2.5)
- f) the role of a mentoring agreement (ref. 3.2)
- g) the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals. (ref. 3.3)

In addition, identify sources of support to deal with issues which are outside own expertise or authority. (ref. 2.4)

Your case study may be presented in any written format of your choice.

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned approach to reading and research, and adequate academic referencing and citing to essential sources including the use of appropriate quotes. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

The tasks for this unit must relate to the learner's specific mentoring area and context.

Task A **Team brief**

Candidates should produce the team brief in a professional written format and may include a slide presentation with notes, tables and diagrams where appropriate. Candidates are only required to prepare the team brief although they may choose to deliver it.

It is envisaged that the team brief would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages or 8-10 slides with notes. However please note that this is **guidance only** and not a requirement of the assessment.

Task B **Case study**

Candidates may produce the case study in a professional written format.

It is envisaged that the case study would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 420 Preparing for the personal tutoring role

Assignment overview

There are **four** learning outcomes to this unit:

1. Understand own role and responsibilities in relation to the personal tutoring role
2. Understand factors affecting learners' approaches to learning
3. Understand the use of personal tutoring in a specific context
4. Understand how to create personal learning targets

This is a summary of the evidence required for the unit.

Task	Evidence required	Assessment criteria covered
A	Recruitment document	1.1, 1.5 2.1, 2.4
B	Briefing paper	1.2, 1.3, 1.4 2.2, 2.3, 2.4 3.1 4.2
C	Induction booklet	3.2, 3.3, 3.4 4.1, 4.3

Assignment 420 Preparing for the personal tutoring role

Tasks

Task A Professional poster

Your organisation has decided to recruit some personal tutors to support learners and you have been asked to lead on the recruitment. In order to generate interest, prepare a professional poster which shows an analysis of:

- a) the skills and qualities required by personal tutors (ref. 1.1)
- b) the importance of communication in a personal tutoring role (ref. 1.5)
- c) how learners' socio-economic, cultural, and personal background, work history, and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning (ref. 2.1)
- d) the strategies to enable learners to engage with learning. (ref. 2.4)

Task B Meeting briefing paper

As a result of the poster produced in Task A, there are a number of people interested in becoming personal tutors. You have decided to hold a meeting to explain the role in detail. Prepare a briefing paper to give out at the meeting so attendees can take it away and consider it before committing to the role. The briefing paper must explain the following:

- a) how own values, behaviours, and attitudes can impact on the personal tutoring role (ref 1.2)
- b) the boundaries and limitations of a personal tutoring role (ref 1.3)
- c) the importance of acting according to ethical and professional codes and standards in a personal tutoring role (ref 2.2)
- d) why it is important that learners take responsibility for their own learning and why it is important that personal tutoring programmes support the development of learning and transferable skills (ref 2.3)
- e) factors which identify learners at risk of disengaging from learning. (ref 2.5)

The paper must also:

- f) describe the range of support available for learners within a specific context (ref 3.1) and
- g) analyse approaches to support learners to create personal learning targets. (ref 4.2)

Assignment 420 Preparing for the personal tutoring role



Tasks

Task C Induction booklet

Plan the induction for those now recruited to work as personal tutors. The booklet needs to explain:

- a) the legal and organisational requirements relating to:
 - data protection;
 - copyright;
 - privacy;
 - confidentiality; and
 - safe-guarding and disclosure (ref 3.2)
- b) how to work with others in a specific context to support learners (ref 3.3)
- c) how to work with external stakeholders and partners to support learners. (ref 3.4)

As an Individual Learning plan will play a vital part of creating personal learning targets within the booklet, you must also explain:

- the purpose of an individual learning plan (ref. 4.1)
- the importance of reviewing learner progress and targets. (ref. 4.3)

Assignment 420 Preparing for the personal tutoring role



Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned approach to reading and research, and adequate academic referencing and citing to essential sources including the use of appropriate quotes. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Professional poster

Candidates may produce the professional poster in a professional written format, and may include tables, charts and diagrams where appropriate.

Candidates must meet the assessment criteria fully when preparing the poster.

Task B Meeting briefing paper

Candidates should produce the meeting briefing paper in a professional written format and may include tables and diagrams where appropriate.

It is envisaged that the meeting briefing paper would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 423 Teaching in a specialist area

Assignment overview

There are **six** learning outcomes to this unit:

1. Understand the aims and philosophy of 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
3. Understand the principles of inclusive teaching and learning and key curriculum issues in a specialist area
4. Understand how to use resources for inclusive teaching and learning in a specialist area
5. Be able to work with others within a specialist area to develop own practice
6. Be able to evaluate, improve and update own knowledge and skills in a specialist area.

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification information pack and unit handbooks.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research reports	1.1, 1.2 2.1, 2.2, 2.3 3.1, 3.2 4.1, 4.2
B	Network and report	5.1, 5.2
C	Reflective account and plan	6.1, 6.2, 6.3

Task A Research reports

Carry out research into teaching in your own specialist area and produce the following **two** reports.

- a) Using your research, produce a written report on your **own specialist area** which:
 - explains the key aims of education and training, and analyses its key philosophical issues (ref. 1.1, 1.2)
 - describes the aims and structure of the key qualifications learning programmes offered and of the delivery of those (ref. 2.1, 2.2)
 - analyses ways in which resources meet the individual needs of learners. Include new and emerging technologies in your analysis. (ref. 4.1)

- b) Using your research and the information gathered in your first report, select a learning programme in your own specialist area and produce a written report which:
 - explains how own approach to planning and preparation for the delivery of a learning programme enables its aims to be met and takes account of key curriculum issues, including the role of new and emerging technologies (ref. 2.3, 3.2)
 - analyses the inclusiveness of own approach to the planning and preparation of a learning programme and own use of teaching and learning resources. (ref. 3.1, 4.2)

Your reports should be presented in a professional written format of your choice and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task B Network and report

You are required to liaise with other teachers and trainers in your **specialist area** in order to produce a report. This could be in the form of a peer review, mentoring relationship, a professional network or other appropriate activities.

Your report should include:

- a) a description of how you have liaised with the other teachers and trainers (ref. 5.1)
- b) a review of the impact this has had on your own practice and professional development. (ref. 5.2)

Your report may be presented in any written format of your choice and must include a description of the network and a summary of its impact.

Task C Reflective account and plan

Focusing on your practice within your **specialist area**, produce a reflective account which:

- a) reviews the effectiveness of your own knowledge and skills (ref. 6.1)
- b) identifies your strengths and areas for professional development. (ref. 6.2)

Produce a plan which identifies where opportunities for improving and updating your own knowledge and skills in your specialist area can be developed. (ref. 6.3)

Your reflective account and plan may be presented in any written format of your choice.

Assignment 423 Teaching in a specialist area

Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned approach to reading and research, and adequate academic referencing and citing to essential sources including the use of appropriate quotes. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

For all tasks, candidates are expected to refer specifically to inclusive learning opportunities and developing resources in their specialist area. Candidates are also expected to acknowledge the dual professional role in their writing.

Task A Research reports

Candidates should produce the research reports in a professional written format and may include tables and diagrams where appropriate.

In the first report, the candidate should be reviewing current legislation, policy and philosophy on education and training. In this context 'key qualifications' refers to the levels and types of programmes offered in a specialist area. The 'delivery of programmes' refers to modes of delivery. New emerging technologies could include mobile technology, social networking, virtual learning environments etc.

In the second report, the candidate should draw upon the teaching file as a key area of evidence to support their justification and should signpost to the documents in their report.

It is envisaged that the research reports would have an estimated word count of 1000 – 1200 words, equivalent to 4-5 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task B Network and report

Candidates may produce the report in a professional written format; however it must include evidence and a description of the opportunity to network and a summary of its impact.

The report should include the strengths and areas for development that have arisen from the networking opportunity, with appropriate description of good practice and opportunities for improvement detailed.

In terms of networking, the candidate could make arrangements to undertake professional peer observations internally or externally and also be peer reviewed themselves. Alternatively, they could provide evidence of social networking activity by doing screen grabs with annotation.

Assignment 423 Teaching in a specialist area

Assessor guidance (continued)



Arrangements involving mentoring or professional networking could be evidenced through professional journal entries.

It is envisaged that the report would have an estimated word count of 500 –750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task C Reflective account and plan

Candidates may produce the reflective account and plan in a professional written format.

It is envisaged that the reflective account and plan would have a combined estimated word count of 500-750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 424 Understanding and managing behaviours in a learning environment

Assignment overview

There are **five** learning outcomes to this unit:

1. Understand potential factors leading to behaviours that disrupt a learning environment
2. Understand organisational policies relating to managing behaviours in a learning environment
3. Be able to promote behaviours that contribute to a purposeful learning environment
4. Be able to manage behaviours that disrupt a purposeful learning environment
5. Be able to evaluate own practice in managing behaviours in a learning environment

This is a summary of the evidence required for the unit.

Task	Evidence required	Assessment criteria covered
A	Report	1.1, 1.2 2.1, 2.2
B	Rationale	3.1 4.1
C	Portfolio of teaching evidence	3.2 4.2
D	Reflective account	5.1, 5.2

Assignment 424 Understanding and managing behaviours in a learning environment

Tasks

You have taken responsibility for a group of learners whose behaviour can be challenging. In order to support the learners, you decide to research the types of behaviours you might experience, the possible reasons for this, and to identify the legislation and organisational policies which might support you.

Task A Report

In the context of a learning environment, write a report which records the findings of your research, and which:

- a) describes behaviours that can occur (ref.1.1)
- b) explains potential factors leading to behaviours that can disrupt (ref. 1.2)
- c) explains key aspects of legislation and your organisation's policies relating to managing behaviours. (ref. 2.1, 2.2)

You may produce your report in any format of your choice, and may include tables, charts and diagrams where appropriate.

Task B Rationale

In preparation for Task C, produce a rationale which analyses ways of:

- a) encouraging behaviours that contribute to a purposeful learning environment (ref. 3.1)
- b) managing behaviours that disrupt a purposeful learning environment. (ref. 4.1)

You may produce the rationale in any written format of your choice, and may include tables, charts and diagrams where appropriate.

Task C Portfolio of teaching evidence

Your tutor must undertake an observation of your practice, in which you must:

- a) use strategies for encouraging behaviours that contribute to a purposeful learning environment (ref. 3.2)
- b) use strategies for managing behaviours that disrupt a purposeful learning environment. (ref. 4.2)

Evidence of this must be placed in your portfolio of teaching evidence and cross referenced to this unit.

Assignment 424 Understanding and managing behaviours in a learning environment



Tasks

Task D Reflective account

Following the observation of your practice, produce a reflective account which:

- a) evaluates the effectiveness of your own practice in relation to promoting and managing behaviours in a learning environment (ref. 5.1)
- b) identifies own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment. (ref. 5.2)

You may produce your reflective account in any format of your choice, and may include tables, charts and diagrams where appropriate.

Assignment 424 Understanding and managing behaviours in a learning environment



Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned approach to reading and research, and adequate academic referencing and citing to essential sources including the use of appropriate quotes. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity. Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A **Report**

The report may draw on the trainee teacher's experiences in working with learners as well as identifying research which explains why certain behaviours might manifest themselves.

Candidates may produce the report in a professional written format, and may include tables, charts and diagrams where appropriate.

It is envisaged that the report would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task B **Rationale**

The rationale is an opportunity for the trainee teacher to analyse a range of approaches which encourage behaviours and contribute to a purposeful learning environment and to explore ways to manage disruptive behaviours when they occur.

Candidates may produce the rationale in a professional written format, and may include tables, charts and diagrams where appropriate.

It is envisaged that the rationale would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task C Portfolio of teaching evidence

It is anticipated that the plan for the observed activity will be drawn from the 30 hours teaching. However, the observation must be in addition to the three required for the Level 4 Certificate in Education and Training mandatory units.

The trainee teacher should select the most appropriate strategies from those they have identified in Task B.

Candidates must refer to the table at the start of this document which identifies the criteria from each unit which must be provided.

Please note that there is a requirement to observe and assess practice in this task.

Task D Reflective account

The reflective account can draw on feedback from learners and observers, where provided.

Candidates may produce the reflective account in a professional written format, and may include tables, charts and diagrams where appropriate.

It is envisaged that the reflective account would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 426 Teaching, learning and assessment in education and training

Assignment overview

There are **eight** learning outcomes to this unit:

1. Understand roles, responsibilities and relationships in education and training
2. Be able to use initial and diagnostic assessment to agree individual learning goals with learners
3. Be able to plan inclusive teaching and learning
4. Be able to create and maintain a safe, inclusive teaching and learning environment
5. Be able to deliver inclusive teaching and learning
6. Be able to assess learning in education and training
7. Be able to implement expectations of the minimum core 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.

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.3 2.2
B	Investigative report	2.1 3.3, 3.4 4.1, 4.2 6.1
C	Portfolio of teaching evidence	2.3, 2.4 3.1, 3.2, 3.5 4.3 5.4, 5.5, 5.6, 5.7 6.3, 6.4, 6.5, 6.6 7.2
D	Personal analysis	5.1, 5.2, 5.3 6.2 7.1
E	Evaluation	8.1, 8.2

Assignment 426 Teaching, learning and assessment in education and training



Tasks

All tasks must be produced in a professional academic writing style and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task A Report

Write a report in which you analyse:

- a) your own role and responsibilities in education and training (ref. 1.1)
- b) the relationships and boundaries between the teaching role and other professional roles (ref.1.3)
- c) the role and use of initial and diagnostic assessment in agreeing individual learning goals. (ref. 2.2)

You must also include a description of points of referral to meet the needs of learners (ref. 1.4) and a summary of key aspects of legislation, requirements and codes of practice relating to own role and responsibilities. (ref. 1.2)

Task B Investigative report

Undertake investigations which enable you to explain:

- a) why it is important to identify and meet the individual needs of learners (ref. 2.1)
- b) how own planning meets the individual needs of learners (ref. 3.3)
- c) ways in which teaching and learning plans can be adapted to meet the individual needs of learners (ref. 3.4)
- d) why it is important to promote appropriate behaviour and respect for others (ref. 4.1)
- e) ways to promote equality and value diversity (ref. 4.2)
- f) the purposes and types of assessment used in education and training. (ref. 6.1)

Task C Portfolio of teaching evidence

In your teaching portfolio, provide evidence that you have:

- a) used methods of initial and diagnostic assessment to agree individual learning goals with learners (ref. 2.3)
- b) recorded learners' individual learning goals (ref 2.4)
- c) devised a scheme of work in accordance with internal and external requirements (ref. 3.1)
- d) designed teaching and learning plans which respond to:
 - the individual goals and needs of all learners
 - curriculum requirements (ref. 3.2)
- e) identified opportunities for learners to provide feedback to inform inclusive practice (ref. 3.5)
- f) established and sustained a safe, inclusive learning environment (ref. 4.3)
- g) used inclusive teaching and learning approaches and resources, including technologies to meet the individual needs of learners (ref. 5.4)

Assignment 426 Teaching, learning and assessment in education and training



Tasks (continued)

- h) demonstrated ways to promote equality and value diversity in own teaching (ref. 5.5)
- i) adapted teaching and learning approaches and resources, including technologies to meet the individual needs of learners (ref. 5.6)
- j) communicated with learners and learning professionals to meet individual learning needs (ref. 5.7)
- k) used types and methods of assessment, including peer and self-assessment to:
 - involve learners in assessment
 - meet the individual needs of learners
 - enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
 - meet internal and external assessment requirements(ref. 6.3)
- l) used questioning and feedback to contribute to the assessment process (ref. 6.4)
- m) recorded the outcomes of assessments to meet internal and external requirements (6.5)
- n) communicated assessment information to other professionals with an interest in learner achievement (ref. 6.6)
- o) applied minimum core elements in planning, delivering and assessing inclusive teaching and learning. (ref. 7.2)

Task D Personal analysis

Reflecting on your delivery and relating to further reading and research, write a personal analysis relating to your own area of specialism which considers the following:

- a) the effectiveness of teaching and learning and learning approaches in relation to meeting the individual needs of learners (ref. 5.1)
- b) the benefits and limitations of communication methods and media (ref. 5.2)
- c) the effectiveness of resources and assessment methods in relation to meeting the individual needs of learners (ref. 5.3, ref. 6.2)
- d) ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning. (ref. 7.1)

Your analysis may be presented in any written format of your choice.

Task E Evaluation

Having completed the delivery process in Task C, reflect on what you have done and produce an evaluation that will:

- a) review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning taking account of the views of learners and others (ref. 8.1)
- b) identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning. (ref. 8.2)

Your evaluation may be presented in any written format of your choice.

Assignment 426 Teaching, learning and assessment in education and training



Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but should note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A **Report**

Candidates are expected to present the report in a professional academic writing style. They are expected to draw on their literature review and proposal to carry out their investigation.

It is envisaged that the report would have an estimated word count of approximately 750 – 1000 words, equivalent to 3-4 pages. The word count does **not** include the bibliography.

Task B **Investigative report**

Candidates may produce the investigative report in a professional written format. The report should demonstrate an understanding of how different aspects of their reading links coherently to the assessing role.

It is envisaged that the investigative report would have an estimated word count of 700 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task C **Portfolio of teaching evidence**

Candidates must refer to the table at the start of this document which identifies the criteria from each unit which must be provided.

Please note that there is a requirement to observe and assess practice in this task.

Assignment 426 Teaching, learning and assessment in education and training

Assessor guidance (continued)



Task D Personal analysis

It is essential that candidates provide a personal analysis related to their own teaching role.

Candidates may produce the personal analysis in a professional written format.

It is envisaged that the personal analysis would have a combined estimated word count of 750 - 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task E Evaluation

Candidates may produce the evaluation in a professional written format.

It is envisaged that the evaluation would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Within the assessment criteria 8.1 'others' could refer to mentors, observers or teaching and learning, managers or peers.

Assignment 501 Developing teaching, learning and assessment in education and training

Assignment overview

There are **seven** learning outcomes to this unit:

1. Be able to investigate practice 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
3. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment
4. Be able to apply theories, principles and models of learning, communication and assessment to delivering inclusive teaching and learning
5. Be able to apply theories, models and principles of assessment to assessing learning in education and training
6. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning
7. Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Report	1.1, 1.2 2.5 6.1
B	Investigative report	3.1, 3.3
C	Portfolio of teaching evidence	2.1, 2.2, 2.3, 2.4 3.2 4.1, 4.2, 4.3 5.1, 5.2, 5.3 6.2
D	Reflective account	4.5 5.5 7.1, 7.2

Tasks

All tasks must be produced in a professional academic writing style and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task A Report

Relating to your own area of specialism, write a report in which you:

- a) analyse the application of pedagogical principles (ref. 1.1)
- b) analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning (ref. 6.1)
- c) evaluate the effectiveness of the use of creative and innovative approaches (ref. 1.2)
- d) explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment. (ref. 2.5)

Task B Investigative report

Undertake investigations which enable you to:

- a) analyse theories of behaviour management (ref. 3.1)
- b) explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management. (ref. 3.3)

Task C Portfolio of teaching evidence

In your teaching portfolio, provide evidence that you have:

- a) used initial and diagnostic assessments to agree learners' individual goals and learning preferences (ref. 2.1)
- b)
- c) devised a scheme of work taking account of:
 - the needs of learners
 - the delivery model
 - internal and external requirements (ref. 2.2)
- c) designed teaching and learning plans which take account of:
 - the individual goals, needs and learning preferences of all learners
 - curriculum requirements (ref. 2.3)

Tasks (continued)

- d) identified opportunities for learners and others to provide feedback to inform inclusive practice (ref. 2.4)
- e) established and sustained a safe, inclusive learning environment (ref. 3.2)
- f) designed resources that:
 - actively promote equality and value diversity
 - meet the identified needs of specific learners (ref. 4.1)
- g) demonstrated flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners (ref. 4.2)
- h) demonstrated ways to promote equality and value diversity in own teaching (ref. 4.3)
- i) designed assessments that meet the individual needs of learners (ref. 5.1)
- j) demonstrated flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements (ref. 5.2)
- k) demonstrated the use of assessment data in:
 - monitoring learners' achievement, attainment and progress
 - setting learners' targets
 - planning subsequent sessions
 - recording the outcomes of assessment (ref. 5.3)
- l) applied the minimum core elements in planning, delivering and assessing inclusive teaching and learning. (ref. 6.2)

You should also provide evidence that you have:

- m) communicated with learners, learning professionals and others to meet individual learning needs and encourage progression (ref. 4.4)
- n) communicated assessment information to other professionals with an interest in learner achievement. (ref. 5.5)

Task D Reflective account

Produce a reflective account in which you:

- a) explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication (ref. 4.5)
- b) explain how own assessment practice has taken account of theories, models and principles of assessment (ref. 5.5)
- c) evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning using theories and models of reflection (ref. 7.1)
- c) analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning. (ref. 7.2)

Your reflective account should be presented in a professional written format.

Assignment 501 Developing teaching, learning and assessment in education and training



Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but should note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Report

Candidates are expected to present the report in a professional academic writing style. They are expected to draw on their literature review and proposal to carry out their investigation.

It is envisaged that the report would have an estimated word count of approximately 750 – 1000 words, equivalent to 3-4 pages. The word count does **not** include the bibliography.

Task B Investigative report

Candidates may produce the investigative report in a professional written format. The report should demonstrate an understanding of how different aspects of their reading links coherently to the assessing role.

It is envisaged that the investigative report would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task C Portfolio of teaching evidence

Candidates must refer to the table at the start of this document which identifies the criteria from each unit which must be provided.

It is anticipated that the portfolio of teaching evidence will be assessed using a number of different assessment methods which should include observation, personal accounts and product evidence.

Please note that there is a requirement to observe and assess practice in this task.

Assignment 501 Developing teaching, learning and assessment in education and training

Assessor guidance (continued)



Task D Reflective account

Candidates are expected to present the reflective account in a professional written format.

It is envisaged that the report would have an estimated word count of approximately 750 – 1000 words, equivalent to 3-4 pages. The word count does **not** include the bibliography.

Assignment 502 Theories, principles and models in education and training

Assignment overview

There are **five** learning outcomes to this unit:

1. Understand the application of theories, principles and models of learning in education and training
2. Understand the application of theories, principles and models of communication in education and training
3. Understand the application of theories, principles and models of assessment in education and training
4. Understand the application of theories and models of curriculum development within own area of specialism
5. Understand the application of theories and models of reflection and evaluation to reviewing own practice.

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2, 1.3, 1.4
B	Report and presentation	2.1, 2.2
C	Research activity	3.1, 3.2
D	Research report	4.1, 4.2
E	Research and reflective account	5.1, 5.2

Assignment 502 Theories, principles and models in education and training



Tasks

This unit is research based, and will develop deeper knowledge and understanding to support learners in their practice.

The research of the five main themes will underpin the development of best practice and support a wider understanding of educational theories and how they may impact on their teaching.

All tasks must be produced in a professional academic writing style and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task A Research report

Carry out research into the theories, principles and models of learning in education and training.

Write a report in which you analyse:

- a) theories, principles, models of learning and models of learning preferences (ref. 1.1, ref. 1.3)

Drawing on this research and on your own experience, explain:

- b) ways in which theories, principles and models of learning can be applied to teaching, learning and assessment (ref. 1.3)
- c) how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment. (ref. 1.4)

Task B Report and presentation

You are required to prepare a presentation which explains ways in which theories, principles and models of communication can be applied to teaching, learning and assessment. (ref. 2.2)

To support this presentation, produce a research report which details your analysis of theories, principles and models of communication. (ref. 2.1)

Assignment 502 Theories, principles and models in education and training



Tasks (continued)

Task C Research activity

In order to broaden your knowledge of assessment, research, then analyse theories, principles and models of assessment and explain ways in which they can be applied when assessing learning. (ref. 3.1, ref. 3.2)

Consider how you wish to evidence this activity; it may be appropriate to use a report, presentation, essay, table or multi-model.

Task D Research report

Carry out research into the theories and models of curriculum development.

Write a report in which you:

- a) analyse theories and models of curriculum development (ref. 4.1)
- b) explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism. (ref. 4.2)

Task E Research and reflective account

Carry out research into the theories and models of reflection and evaluation.

Write a report in which you:

- a) analyse theories and models of reflection and evaluation. (ref. 5.1)

Drawing on this research and your own experience, write a reflective account that explains ways in which:

- b) theories and models of reflection can be applied to reviewing own practice
- c) theories and models of evaluation can be applied to reviewing own practice. (ref. 5.2)

Your reflective account and plan may be presented in a professional written format.

Assignment 502 Theories, principles and models in education and training

Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but should note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Research report

Candidates should be encouraged to draw on their own experiences and give examples.

Candidates are expected to present the report in a professional academic writing style.

It is envisaged that the report would have an estimated word count of approximately 750 – 1000 words, equivalent to 3-4 pages. The word count does **not** include the bibliography.

Task B Report and presentation

Candidates are expected to present the report in a professional academic writing style.

Candidates may produce the presentation in a professional written format, and are not required to deliver the presentation, although this would be an opportunity for candidates to practice their presentation and communication skills.

It is envisaged that the report would have an estimated word count of approximately 750 – 1000 words, equivalent to 3-4 pages or 8 -10 slides with accompanying notes. The word count does **not** include the bibliography.

Task C Research activity

This activity gives candidates an opportunity to select any appropriate method of presenting their evidence. Candidates with access to ICT may wish to utilise the technology.

Candidates may wish to select from a report, presentation, essay, table, multi-model or any other professional format.

Assignment 502 Theories, principles and models in education and training



Assessor guidance

Task D Research report

Candidates are expected to present the report in a professional academic writing style.

It is envisaged that the report would have an estimated word count of approximately 750 – 1000 words, equivalent to 3-4 pages. The word count does **not** include the bibliography.

Task E Research and reflective account

Candidates may produce the reflective account in a professional written format.

It is envisaged that the reflective account would have an estimated word count of 750 –1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 503 Wider professional practice and development in education and training

Assignment overview

There are **five** learning outcomes to this unit:

1. Understand professionalism and the influence of professional values in education and training
2. Understand the policy context of education and training
3. Understand the impact of accountability to stakeholders and external bodies on education and training
4. Understand the organisational context of education and training
5. Be able to contribute to the quality assurance arrangements of own organisation

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2 2.1 4.1
B	Case study	3.1, 3.2, 3.3
C	Impact analysis	2.2 3.4 4.2
D	Analytical report	5.1, 5.2, 5.3, 5.4

Assignment 503 Wider professional practice and development in education and training



Tasks

All tasks should be presented in a professional written format and include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task A Research report

Carry out research into wider professional practice and development in education and training.

Write a report in which you:

- a) define the concepts of professionalism and dual professionalism in education and training (ref. 1.1)
- b) explain ways in which professional values influence own practice area of specialism (ref. 1.2)
- c) explain ways in which the following factors influence educational policy:
 - social
 - political
 - economic(ref. 2.1)
- d) explain key aspects of the following in an organisation:
 - policies
 - codes of practice
 - guidelines.(ref. 4.1)

Task B Case study

Taking a case study approach to working with stakeholders, explain:

- a) the roles of stakeholders and external bodies in education and training (ref. 3.1)
- b) how being accountable to stakeholders and external bodies impacts on organisations in education and training (ref. 3.2)
- c) why it is important to work in partnership with employers and other stakeholders in education and training. (ref. 3.3)

Assignment 503 Wider professional practice and development in education and training

Tasks (continued)

Task C Impact analysis

Following research, produce a report which analyses the impact of:

- a) current educational policies on curriculum and practice in own area of specialism (ref. 2.2)
- b) being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism (ref. 3.4)
- c) organisational requirements and expectations on curriculum and practice in own of specialism. (ref. 4.2)

Task D Analytical report

Considering your wider professional practice, and your research, produce a report that will:

- a) analyse the quality improvement and quality assurance in your organisation (ref. 5.1)
- b) explain the function of self-assessment and self-evaluation in the quality cycle. (ref. 5.2)

Using information collated from a) and b):

- c) evaluate your learning programme taking account of the quality arrangements of own organisation (ref. 5.3)
- d) identify areas for improvement in your learning programme taking account of the outcomes of the evaluation. (ref. 5.4)

Assignment 503 Wider professional practice and development in education and training



Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but should note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Research report

Candidates are expected to present the report in a professional academic writing style.

It is envisaged that the report would have an estimated word count of approximately 750 – 1000 words, equivalent to 3-4 pages. The word count does **not** include the bibliography.

Task B Case study

Candidates should be made aware that stakeholders may be internal and/or external, awarding organisations, OFSTED, OFQUAL. This is not an exhaustive list.

Candidates must use relevant current literature that relates to their own subject specific area of teaching.

Candidates should produce the case study in a professional written format.

It is envisaged that the case study would have an estimated word count of 750 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Assignment 503 Wider professional practice and development in education and training

Assessor guidance (continued)



Task C Impact analysis

Candidates should produce the impact analysis report in a professional written format.

It is envisaged that the impact analysis would have an estimated word count of 750 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Task D Analytical report

Candidates may produce the report in a professional written format.

It is envisaged that the evaluation would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 504 Action learning to support development of subject specific pedagogy

Assignment overview

There are **six** learning outcomes to this unit:

1. Understand how to identify an area of interest related to practice in own subject specific area
2. Be able to investigate current good practice in own subject specific area
3. Be able to work with others to improve own skills in reflective practice
4. Be able to evaluate own practice in a subject specific area
5. Be able to apply learning from investigation of an area of interest to own practice in a subject specific area
6. Be able to present findings from investigation of an area of interest in own subject specific area

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Literature review	1.1 2.2, 2.3
B	Action learning set summary	1.2 2.1 3.1, 3.2 4.1, 4.2
C	Investigation report	5.1, 5.2 6.1, 6.2, 6.3

Assignment 504 Action learning to support development of subject specific pedagogy

Tasks

All tasks should be presented in a professional written format and include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task A Literature review

Carry out research into action learning in your own subject specific area, and produce a literature review in which you:

- a) justify your own selection of sources of an area of interest for investigation (ref. 2.1)
- b) critically review current literature relating to practice in own subject specific area (ref. 2.2)
- c) evaluate the practice of other subject specialists in own specific area. (ref. 2.3)

Task B Action learning set summary

You are required to engage in professional debate within an action learning set to reflect on practice with your peers.

Following the action learning set, produce a written summary which:

- a) describes the action learning set, your contribution to the professional debate and your reflection on practice with peers (ref. 3.1, 3.2)
- b) justifies your own selection of an area of interest in your own subject specific area for investigation (ref. 1.1)
- c) evaluates ways in which enhanced knowledge from the investigation of an area of interest could improve subject specific pedagogy (ref. 1.2)
- d) identifies own strengths and areas for improvement in relation to a selected area of interest (ref. 4.1)
- e) evaluates the potential impact on own practice of new learning from the investigation of an area of interest. (ref. 4.2)

Task C Investigation report

Carry out an investigation of the area of interest to own practice in your subject specific area, and produce a report which:

- a) summarises own findings from the investigation of an area of practice (ref. 6.1)
- b) justifies own conclusions drawn from the investigation of an area of practice (ref. 6.2)
- c) justifies own recommendations for improving practice with subject specific pedagogy (ref. 6.3)
- d) justifies selected areas for development based on findings from investigation of an area of interest (ref. 5.1)
- e) evaluates the benefits of changes made to own practice. (ref. 5.2)

Your report should be based on the findings of your investigation, the action learning set and literature review.

Assignment 504 Action learning to support development of subject specific pedagogy



Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Literature review

Candidates must use relevant current literature that relates to their own subject specific area of teaching. Candidates must also show how they critically review this literature to evaluate the practice of other subject specialists in their own subject specific area of practice.

Candidates should produce the literature review in a professional written format.

It is envisaged that the literature review would have an estimated word count of 1500 – 2000 words, equivalent to 4-8 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Task B Action learning set summary

To complete this task candidates are required to engage in professional debate and reflect on practice with peers within an action learning set.

Candidates may produce the summary in a professional written format.

It is envisaged that the written summary would have an estimated word count of 800-1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 504 Action learning to support development of subject specific pedagogy



Assessor guidance (continued)

Task C Investigation report

Candidates should produce the report in a professional written format and may include tables and diagrams where appropriate. They are expected to draw on their literature review and action learning set summary to produce the report.

It is envisaged that the report would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 505 Action research

Assignment overview



There are **six** learning outcomes to this unit:

1. Understand the purpose and nature of action research
2. Be able to initiate action research
3. Understand ways of carrying out action research
4. Be able to carry out action research
5. Be able to present the outcomes of action research
6. Be able to evaluate own practice in relation to action research

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Literature review	1.1, 1.2, 1.3 3.1, 3.2
B	Proposal	2.1, 2.2, 2.3, 2.4 4.1, 4.2
C	Research report	2.5 4.3, 4.4, 4.5, 4.6 5.1, 5.2
D	Reflective account and plan	6.1, 6.2, 6.3

Assignment 505 Action research

Tasks

All tasks should be presented in a professional written format of your choice and include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task A Literature review

Carry out research into action research. Produce a literature review which:

- a) explains the purpose of action research (ref. 1.1)
- b) analyses key features of the action research process (ref. 1.2)
- c) analyses the implications of a model of action research (ref. 1.3)
- d) evaluates methods of collecting qualitative and quantitative data (ref. 3.2)
- e) evaluates methods for action research. (ref. 3.1)

Task B Proposal

Using your research and literature review, select an area of practice for action research and prepare a project proposal that:

- a) draws on selected literature relating to an area of practice for action research (ref. 4.1)
- b) justifies own choice of an area of practice for action research (ref. 2.1)
- c) plans a clear intervention strategy (ref. 2.2)
- d) justifies the choice and timescales of an intervention strategy (ref. 2.3)
- e) explains how ethical and political considerations and issues of confidentiality will be observed in practice (ref. 2.4)
- f) justifies own choice of methods selected for action research. (ref. 4.2)

Your proposed action research project should be small scale and manageable and completed within a set time frame.

Assignment 505 Action research

Tasks (continued)



Task C Research report

Using your literature review and proposal, carry out action research in your selected area of practice.

Produce a report on the action research in your area of practice, which summarises:

- a) the implementation of a clear intervention strategy (ref. 2.5)
- b) how the data was collected and presented (ref. 4.3, 4.5)
- c) the analysis of the data collected from the action research (ref. 4.4, 4.5)
- d) the conclusions drawn, based on your findings from the action research. (ref. 4.6)

Your report should include an executive summary that:

- e) reports your findings and conclusions from the action research (ref. 5.1)
- f) justifies your recommendations for action to be taken based on the conclusions from the action research. (ref. 5.2)

Task D Reflective account and plan

Provide a reflective account in which you:

- a) analyse the effectiveness of your own practice in relation to action research (ref. 6.1)
- b) identify your own strengths and areas for improvement in relation to action research. (ref. 6.2)

Produce a plan which identifies opportunities to improve your own skills in action research. (ref. 6.3)

Your reflective account and plan may be presented in professional written format.

Assignment 505 Action research

Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Literature review

Candidates should produce the literature review in a professional written format.

It is envisaged that the literature review would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Task B Proposal

Candidates should produce the proposal in a professional written format and may include tables and diagrams where appropriate. They are expected to draw on their literature review for their project proposal and for selecting an area of practice for action research. It is essential that the action research project proposed by candidates is small scale and manageable, and can be completed within a set time frame.

It is envisaged that the proposal would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Task C Research report

Candidates should produce the report in a professional written format and may include tables and diagrams where appropriate. They are expected to draw on their literature review and proposal to carry out their action research and produce the report with an executive summary.

It is envisaged that the research report would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Assignment 505 Action research

Assessor guidance (continued)



Task D Reflective account and plan

Candidates may produce the reflective account in a professional written format. The plan could be in the form of a CPD plan (REfLECT), action plan, PDP etc.

It is envisaged that the reflective account would have an estimated word count of 500 –750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 505 Action research

Assignment overview

There are **five** learning outcomes to this unit:

1. Understand the purpose and use of resources
2. Be able to develop and use inclusive resources
3. Understand how to organise and enable access to resources
4. Understand legal requirements and responsibilities relating to the development and use of resources
5. Understand how to evaluate own practice in relation to development and use of resources

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Resource project	1.1, 1.2 2.1, 2.2, 2.3, 2.4 5.1
B	Information booklet	3.1, 3.2 4.1, 4.2
C	Portfolio of teaching evidence	2.5, 2.6
D	Reflective account	5.1, 5.2, 5.3

Assignment 505 Action research

Tasks

Task A Resource project

Funding has been allocated to review and develop resources within your specialist area. You have been asked to lead on this project and produce a report.

You have decided to review your current resources and:

- a) explain the purpose of resources in teaching and learning (ref. 1.1)
- b) evaluate the effectiveness of specific resources in meeting individual learning needs in teaching and learning contexts. (ref. 1.2)

The outcome of the review is that new resources are required. In order to design appropriate resources, your report needs to include:

- c) an analysis of the principles of resource design (ref. 2.1)
- d) an evaluation of sources that inform resource development (ref. 2.2)
- e) an analysis of how theories, principles and models of inclusive curriculum design can be used to inform resource development. (ref. 2.3)

Using the report findings:

- f) design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners (ref. 2.5)
- g) employ resources to engage and meet the individual needs of learners (ref. 2.6)

The evidence for f) and g) will be located in the teaching portfolio of evidence which us Task C.

Having designed and used your resources with learners conclude your report by:

- h) analysing ways in which resources can be adapted to enable an inclusive approach. (ref. 2.4)

Your report should be presented in a professional written format of your choice and include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Assignment 505 Action research

Tasks

Task B Information booklet

As part of the project, you are required to produce an information booklet in which you:

- a) explain ways in which resources can be classified and stored (ref. 3.1)
- b) review ways of sharing resources with other learning professionals (ref. 3.2)
- c) review legal requirements and responsibilities relating to the development and use of resources (ref. 4.1)
- d) analyse the implications of intellectual property rights and copyright for the development and use of resources. (ref. 4.2)

Your information booklet should be presented in a professional written format of your choice and include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task C Portfolio of teaching evidence

In your teaching portfolio, provide evidence that you have:

- a) designed resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in your specialist area (ref. 2.5)
- b) employed resources to engage and meet the individual needs of learners in your specialist area. (ref. 2.6)

Task D Reflective account and plan

Provide a reflective account in which you:

- a) evaluate the effectiveness of own practice in relation to development and use of resources to engage and meet the individual needs of learners in own specialist area (ref. 5.1)
- b) identify own strengths and areas for improvement in relation to development and use of resources in own specialist area (ref. 5.2)

Produce a plan which identifies opportunities to improve your own skills in the development and use of resources. (ref. 5.3)

Your reflective account and plan may be presented in any written format of your choice.

Assignment 506 Developing, using and organising resources within a specialist area

Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Resource project

When the candidates have designed the resources, it should form part of the teaching portfolio of evidence. For example they can produce paper resources or electronic resources. Evidence of the resources may include photographs, screen shots and hand-outs.

Assessment feedback should comment on the effectiveness and appropriate use of the resources designed and developed.

Candidates should produce the report in a professional written format and may include tables and diagrams where appropriate.

It is envisaged that the report would have an estimated word count of 1500 – 2000 words, equivalent to 6-8 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Task B Information booklet

Candidates should produce the information booklet in a professional written format and may include tables and diagrams where appropriate.

It is envisaged that the information booklet would have an estimated word count of 750 – 1000 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Assignment 506 Developing, using and organising resources within a specialist area

Assessor guidance (continued)

Task C Portfolio of teaching evidence

Candidates must refer to the table at the start of this document which identifies the criteria from each unit which must be provided.

Candidates should include evidence for 2.5 and 2.6.

Please note that there is a requirement to observe and assess practice in this task.

Task D Reflective account and plan

Candidates may produce the reflective account in a professional written format. The plan could be in the form of a CPD plan (REfLECT), action plan, PDP etc.

It is envisaged that the reflective account would have an estimated word count of 500 –750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 507 Understanding and managing behaviours in a learning environment

Assignment overview

There are **four** learning outcomes to this unit:

1. Understand the characteristics and impact of behaviours in a learning environment
2. Understand legislation and 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
4. Be able to evaluate own practice in managing behaviours in a learning environment.

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2, 1.3 3.1
B	Professional poster	2.1, 2.2
C	Portfolio of teaching evidence	3.2
D	Personal account	3.3 4.1, 4.2

Assignment 507 Understanding and managing behaviours in a learning environment

Tasks

Task A Research report

Carry out research into behaviours in a learning environment.
Using your findings, produce a report which analyses:

- a) theories of behaviour management (ref. 3.1)
- b) behaviours that can occur (ref. 1.1)
- c) potential factors contributing to those behaviours (ref. 1.2)
- d) the impact of those behaviours. (ref. 1.3)

Your report should be presented in a professional written format of your choice and include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task B Professional poster

You are required to research legislation and organisational policies relating to managing behaviours in a learning environment. Using your findings:
Produce a professional poster which shows your analysis of that legislation and organisational policies.
(ref. 2.1, 2.2)

Your professional poster should be presented in an academic style.

Task C Portfolio of teaching evidence

In your teaching portfolio, provide evidence that you have:

- established a purposeful learning environment.

Task D Personal account

Reflect on your own practice and write a personal account which:

- a) explains how you create and maintain a purposeful learning environment applying theories of behaviour management (ref. 3.3)
- b) analyses the effectiveness of your practice in relation to managing behaviours. (ref. 4.1)

Drawing on your reflections in relation to managing behaviours, identify your own strengths and areas for improvement. (ref. 4.2)

Assignment 507 Understanding and managing behaviours in a learning environment



Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but should note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A **Research report**

Candidates are expected to present the report in a professional academic writing style.

It is envisaged that the report would have an estimated word count of approximately 750 – 1000 words, equivalent to 3-4 pages. The word count does **not** include the bibliography.

Task B **Professional poster**

Candidates are expected to produce a professional poster in an academic style.

It is recommended that the poster is A3 size.

Task C **Portfolio of teaching evidence**

Candidates must refer to the table at the start of this document which identifies the criteria from each unit which must be provided.

In the observation linked to this unit, candidates must show the observer that they have established a purposeful learning environment. This should be confirmed by the observer on the observation report.

Please note that there is a requirement to observe and assess practice in this task.

Assignment 507 Understanding and managing behaviours in a learning environment



Assessor guidance

Task D Personal account

Candidates may produce the reflective account in a professional written format.

It is envisaged that the reflective account would have an estimated word count of 750-1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 508 Literacy and ESOL and the learners

Assignment overview



There are **seven** learning outcomes to this unit:

1. Understand the significance of language change and variety for literacy and ESOL learners
2. Understand the relationship between language and social processes
3. Understand factors that influence literacy and language acquisition, learning and use
4. Understand the use of English as a medium for teaching and learning
5. Understand the use of assessment approaches to meet the needs of literacy and ESOL learners
6. Understand how to promote learning and learner support within literacy, ESOL and language teaching and learning
7. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2, 1.3 4.1, 4.2
B	Presentation	2.1, 2.2 3.1, 3.2
C	Written study	5.1, 5.2, 5.3 6.1, 6.2
D	Rationale	7.1, 7.2

Task A Research report

You are required to research and produce a report in which you:

- 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. (ref. 1.1)
- 2) analyse **two** examples of communication within your teaching, one spoken and one written (eg group discussion, hand-out) that includes the following:
 - a) changes in the use of written language at
 - text and discourse level
 - sentence and phrase level
 - word and phoneme level (ref. 1.2)
 - b) ways in which language change can have an impact on ESOL learners' literacy and language development. (ref. 1.3)
- 3) Taking into account the diversity of learners' cultural, linguistic and educational background, include a commentary which:
 - a) explains the challenges faced by ESOL learners of using English as a medium for learning (ref. 4.1)
 - b) analyses the role of meta-language in literacy and language learning and teaching. (ref. 4.2)

Your report may be presented in any written format of your choice and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Both the recording and the written text examples of communication used from your own professional practice should be included with your report.

Task B Presentation

You are required to produce a presentation which analyses:

- a) how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors (ref. 2.1)
- b) how language is used in the formation, maintenance and transformation of power relations (ref. 2.2)
- c) personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use (ref. 3.1)
- d) the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning. (ref. 3.2)

Your presentation should be aimed at your peers and can be provided in any format of your choice, however it must be supported by ICT, and include audio clips, videos etc to support your understanding of the significance of language varieties. You are not required to deliver your presentation.

Task C Written study

Select a minimum of **two** of your learners, at least one ESOL and one literacy learner, and produce a written account which draws comparisons and which:

- a) identifies the skills, knowledge and understanding that can be assessed in literacy and ESOL (ref. 5.1)
- b) analyses approaches to initial and diagnostic assessment and the use of assessment tools to identify the literacy and language skills of learners (ref. 5.2, 5.3)
- c) explains the boundaries between own specialist area and those of other specialists and practitioners (ref. 6.1)
- d) analyses literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals. (ref. 6.2)

Your study may be produced in any written format of your choice and should be based on your own learners and teaching experience. A **minimum** of two learners can be selected but you may also draw on other examples of learners in your teaching group. However, any references made to the learners should be suitably anonymised, i.e. Learner A and B.

Task D Rationale

You are required to produce a rationale based on your own practice in which you:

- a) identify literacy and language skills needed across contexts and subjects (ref. 7.1)
- b) explain how to liaise with other professionals to provide specialist knowledge of how to develop literacy and language skills in vocational and other subject areas. (ref. 7.2)

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Research report

Candidates should produce the report in a professional written format and may include tables and diagrams where appropriate. Both the recording and the written text examples of communication used from candidates' own professional practice should be included with their report.

It is envisaged that the report would have an estimated word count of 1000 – 1500 words, equivalent to 4-6 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task B Presentation

Candidates may produce the presentation in a professional written format, and are not required to deliver the presentation. The presentation may include audio clips, video clips or other as appropriate, to support the candidates understanding of the significance of language varieties. Candidates should refer specifically to lexis, phonology and grammar and appropriate theories, concepts and models of English language learning and teaching.

It is envisaged that the presentation would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages or 10-15 slides with accompanying notes. However please note that this is **guidance only** and not a requirement of the assessment.

Task C Written study

Candidates may produce the study in a professional written format, and should be based on their own learners and teaching experience. A **minimum** of two learners (one ESOL and one literacy) can be selected but candidates may also draw on other examples of learners in their teaching group.

However, any references made to the learners should be suitably anonymised, i.e. Learner A and B.

It is envisaged that the written study would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task D Rationale

Candidates may produce the rationale in a professional written format, and must include and make links to own practice.

It is envisaged that the rationale would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 509 Literacy and ESOL theories and frameworks



Assignment overview

There are **four** learning outcomes to this unit:

1. Understand theories and principles relating to language acquisition and learning
2. Understand theories and principles relating to literacy learning and development
3. Be able to analyse spoken and written language
4. Understand the processes involved in the development of speaking, listening, reading and writing skills of literacy and ESOL learners

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2 2.1, 2.2
B	Language analysis	3.1, 3.2, 3.3, 3.4, 3.5, 3.6
C	Rationale	4.1, 4.2, 4.3, 4.4

Assignment 509 Literacy and ESOL theories and frameworks

Tasks

All tasks should be presented in a professional written format of your choice and include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task A Research report

Carry out research into theories and principles relating to language acquisition and learning, and literacy learning and development.

Produce a report which analyses:

- a) theories of first and second language acquisition and learning, and the associated language teaching approaches (ref. 1.1, 1.2)
- b) theories of literacy learning and development, and the associated literacy teaching approaches (ref. 2.1, 2.2)

Task B Language analysis

Select a piece of text and a discourse and produce a written analysis which:

- a) uses key discursal, grammatical, lexical and phonological terms accurately (ref. 3.6)
- b) analyses the ways in which language can be described (ref. 3.1)
- c) explains the descriptive and prescriptive approaches to language analysis (ref. 3.2)
- d) identifies significant differences between the description and conventions of English and other languages (ref. 3.3)
- e) analyses spoken and written language at:
 - text and discourse level;
 - sentence and phrase level;
 - word level; and
 - phoneme level (ref. 3.4)
- f) analyses the impact of phonological features of spoken English on the communication of ESOL learners. (ref. 3.5)

You should clearly indicate which part of your analysis refers to the text or the discourse and critique the key features of how spoken language differs from written language.

Your analysis may include tables, diagrams, audio/video clips/narratives and texts where appropriate.

Assignment 509 Literacy and ESOL theories and frameworks

Tasks (continued)

Task C Rationale

You are required to produce a written rationale, based on your own practice, which:

- a) analyses the processes involved in speaking and listening and reading and writing for ESOL learners (ref. 4.1, 4.2)
- b) explains the mutual dependence of reading, listening, writing and speaking in literacy and language learning and teaching (ref. 4.3)
- c) analyses the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning. (ref. 4.4)

Assignment 509 Literacy and ESOL theories and frameworks

Assessor guidance

Task A Research report

Candidates should produce the report in a professional written format, and may include tables and diagrams where appropriate.

It is envisaged that the report would have an estimated word count of 1000 – 1500 words, equivalent to 4-6 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Task B Language analysis

Candidates may produce the analysis in a professional written format, and may include tables, diagrams, audio/video clips/narratives and texts where appropriate.

It is envisaged that the analysis would have an estimated word count of 1500 – 2000 words, equivalent to 6-8 pages or 15-20 slides with accompanying notes. However please note that this is **guidance only** and not a requirement of the assessment.

Task C Rationale

Candidates may produce the rationale in a professional written format, and must include and make links to their own practice.

It is envisaged that the rationale would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 510 Literacy and the learners

Assignment overview



There are **six** learning outcomes to this unit:

1. Understand the significance of language change and variety for literacy learners
2. Understand the relationship between language and social processes
3. Understand factors which influence literacy and language acquisition, learning and use
4. Understand the use of assessment approaches to meet the needs of literacy learners
5. Understand how to promote learning and learner support within literacy and language teaching and learning
6. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes.

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2, 1.3 4.1
B	Presentation and session notes	2.1, 2.2 3.1, 3.2 4.2, 4.3
C	Information booklet	5.1, 5.2 6.1, 6.2

Assignment 510 Literacy and the learners

Tasks



All tasks may be presented in a professional written format and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes. Tasks should link to own professional practice and context.

Task A Research report

You are required to carry out research and produce a report which:

- a) identifies the skills, knowledge and understanding that can be assessed in literacy (ref. 4.1)
- b) analyses Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis (ref. 1.1)
- c) analyses 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. (ref. 1.2)

Having completed b) and c) above, explain ways in which language change and variety can have an impact on literacy learners' literacy and language development. (ref. 1.3)

Task B Presentation and session notes

You are required to deliver a professional development session for colleagues. Drawing on your own professional practice and context, produce a presentation and session notes which analyses:

- a) how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors (ref. 2.1)
- b) how language is used in the formation, maintenance and transformation of power relations (ref. 2.2)
- c) personal, social and cultural factors influencing literacy learners' language acquisition, learning and use (ref. 3.1)
- d) the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning (ref. 3.2)
- e) approaches to initial and diagnostic assessment to identify the literacy and language skills of learners (ref. 4.2)
- f) the use of assessment tools in literacy and language teaching and learning. (ref. 4.3)

Your presentation must be supported by ICT, and include audio clips, videos etc to support your understanding of the significance of language varieties. You are not required to deliver your presentation.

Assignment 510 Literacy and the learners

Tasks (continued)



Task C Information booklet

Produce an information booklet to inform your team about points of referral and collaborative practice.

You will need to draw on your own professional practice and your research to:

- a) explain the boundaries between own specialist area and those of other specialists and practitioners (ref. 5.1)
- b) analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals (ref. 5.2)
- c) identify literacy and language skills needed across contexts and subjects (ref. 6.1)
- d) explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas. (ref. 6.2)

Assignment 510 Literacy and the learners

Assessor guidance



Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Candidates should be informed that the focus of their assignment should reflect the literacy and spoken language needs of learners, for example grammar, parts of speech, sentence structure.

Task A Research report

Candidates should produce the report in a professional written format and may include tables and diagrams where appropriate. The report should link to own professional practice and context.

It is envisaged that the report would have an estimated word count of 750 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task B Presentation and session notes

Candidates may produce the presentation in a professional written format, and are not required to deliver the presentation. However, the presentation should refer specifically to lexis, phonology and grammar and must include audio clips, video clips or other as appropriate, to support the candidates understanding of the significance of language varieties.

The professional development session could be a study of a political nature or a study of a television programme (soaps, docudramas e.g. TOWIE, Eastenders, Coronation Street).

Candidates may produce the session notes in a professional written format, and are not required to deliver the session. However, the session should be aimed at their peers, and be drawn from their own professional practice and context.

It is envisaged that the presentation would have an estimated word count of 1500 – 2000 words, equivalent to 6-8 pages or 10-15 slides with accompanying notes. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 510 Literacy and the learners

Assessor guidance (continued)



Task C Information booklet

Candidates should produce the information booklet in a professional written format and may include tables and diagrams where appropriate. The report should link to own professional practice and context.

It is envisaged that the report would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 511 Literacy, ESOL and the learners

Assignment overview

There are **six** learning outcomes to this unit:

1. Understand the significance of language change and variety for literacy and ESOL learners
2. Understand the relationship between language and social processes
3. Understand factors that influence literacy, ESOL and language acquisition, learning and use
4. Understand the use of assessment approaches to meet the needs of literacy and ESOL learners
5. Understand how to promote learning and learner support within literacy and language teaching and learning
6. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2, 1.3 4.1
B	Presentation and session notes	2.1, 2.2 3.1, 3.2 4.2, 4.3
C	Information booklet	5.1, 5.2 6.1, 6.2

All tasks may be presented in a professional written format and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

The report should link to own professional practice and context.

Task A Research report

You are required to carry out research and produce a report which:

- a) identifies the skills, knowledge and understanding that can be assessed in literacy and ESOL. (ref. 4.1)

Continue your research and include an analysis of:

- b) Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis (ref. 1.1)
- c) 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. (ref. 1.2)

Having completed b) and c) above, explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy learners and language development. (ref. 1.3)

Task B Presentation and session notes

You have been asked to deliver a professional development session for colleagues. Drawing on your own professional practice and context, produce a presentation and session notes which analyses:

- a) how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors (ref. 2.1)
- b) how language is used in the formation, maintenance and transformation of power relations (ref. 2.2)
- c) personal, social and cultural factors influencing literacy and ESOL learners' language acquisition, learning and use (ref. 3.1)
- d) the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning (ref. 3.2)
- e) approaches to initial and diagnostic assessment to identify the literacy and language skills of learners (ref. 4.2)
- f) the use of assessment tools in literacy and language teaching and learning. (ref. 4.3)

Your presentation should be aimed at your peers and can be provided in any format of your choice, however it must be supported by ICT, and include audio clips, videos etc to support your understanding of the significance of language varieties. You are not required to deliver your presentation.

Task C Information booklet

Produce an information booklet to inform your team about points of referral and collaborative practice.

You will need to draw on your own professional practice and your research to:

- a) explain the boundaries between own specialist area and those of other specialists and practitioners (ref. 5.1)
- b) analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals (ref. 5.2)
- c) identify literacy and language skills needed across contexts and subjects (ref. 6.1)
- d) explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas. (ref. 6.2)

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Candidates should be informed that the focus of their assignments should reflect the literacy and spoken language needs of ESOL and other literacy learners, for example grammar, parts of speech, sentence structure.

Task A Research report

Candidates should produce the report in a professional written format and may include tables and diagrams where appropriate. The report should link to own professional practice and context.

It is envisaged that the report would have an estimated word count of 750 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task B Presentation and session notes

Candidates may produce the presentation in a professional written format, and are not required to deliver the presentation. However, the presentation should refer specifically to lexis, phonology and grammar and must include audio clips, video clips or other as appropriate, to support the candidates understanding of the significance of language varieties.

The professional development session could be a study of a political nature or a study of a television programmes (soaps, docudramas e.g. TOWIE, Eastenders, Coronation Street).

Candidates may produce the session notes in a professional written format, and are not required to deliver the session. However, the session should be aimed at their peers, and be drawn from their own professional practice and context.

It is envisaged that the presentation would have an estimated word count of 1500 – 2000 words, equivalent to 6-8 pages or 10-15 slides with accompanying notes. However please note that this is **guidance only** and not a requirement of the assessment.

Task C Information booklet

Candidates should produce the information booklet in a professional written format and may include tables and diagrams where appropriate. The report should link to own professional practice and context.

It is envisaged that the report would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 512 Literacy theories and frameworks

Assignment overview

There are **four** learning outcomes to this unit:

1. Understand theories and principles relating to language acquisition and learning
2. Understand theories and principles relating to literacy learning and development
3. Be able to analyse spoken and written language
4. Understand the processes involved in the development of speaking, listening, reading and writing skills

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2 2.1, 2.2
B	Language analysis	3.1, 3.2, 3.3, 3.4
C	Rationale	4.1, 4.2, 4.3, 4.4

Assignment 512 Literacy theories and frameworks

Tasks



All tasks should be presented in a professional written format of your choice and include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task A Research report

Carry out research into theories and principles relating to language acquisition and learning, and literacy learning and development.

Produce a report which:

- a) analyses theories of language acquisition and learning, and associated language teaching approaches (ref. 1.1, 1.2)
- b) analyses theories of literacy learning and development and associated literacy teaching approaches. (ref. 2.1, 2.2)

Task B Language analysis

Select a piece of text and a discourse and produce a written document which:

- a) analyses ways in which the language can be described (ref. 3.1)
- b) explains descriptive and prescriptive approaches to language (ref. 3.2)
- c) spoken and written language at:
 - text and discourse level
 - sentence and phrase level
 - word level
 - phoneme level. (ref. 3.3)

Your analysis must use key discursal, grammatical, lexical and phonological terms accurately. (ref. 3.4)

You should clearly indicate which part of your analysis refers to the text or the discourse and critique the key features of how spoken language differs from written language.

Your analysis may include tables, diagrams, audio/video clips/narratives and texts where appropriate.

Task C Rationale

You are required to produce a written rationale, based on your own practice, which:

- a) analyses the processes involved in speaking, listening, reading and writing for literacy learners (ref. 4.1, 4.2)
- b) explains the mutual dependence of reading, listening, writing and speaking in literacy and language learning and teaching (ref. 4.3)
- c) analyses the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning. (ref. 4.4)

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Research report

Candidates should produce the report in a professional written format, and may include tables and diagrams where appropriate.

It is envisaged that the report would have an estimated word count of 800 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Task B Language analysis

Candidates may produce the analysis in a professional written format, and may include tables, diagrams, audio/video clips/narratives and texts where appropriate.

It is envisaged that the analysis would have an estimated word count of 1000 – 1500 words, equivalent to 4-6 pages or 10-15 slides with accompanying notes. However please note that this is **guidance only** and not a requirement of the assessment.

Task C Rationale

Candidates may produce the rationale in a professional written format, and must make links to own professional practice and context.

It is envisaged that the rationale would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 513 ESOL and the learners

Assignment overview

There are **six** learning outcomes to this unit:

1. Understand the significance of language change and variety for ESOL learners
2. Understand the relationship between language and social processes
3. Understand factors which influence literacy and language acquisition, learning and use
4. Understand the use of assessment approaches to meet the needs of ESOL learners
5. Understand how to promote learning and learner support within literacy and language teaching and learning
6. Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2, 1.3 4.1
B	Presentation and session notes	2.1, 2.2 3.1, 3.2 4.2, 4.3
C	Information booklet	5.1, 5.2 6.1, 6.2

Assignment 513 ESOL and the learners

Tasks

All tasks should be presented in a professional written format and include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes. The tasks should link to own professional practice and context.

Task A Research report

You are required to carry out research and produce a report which:

- a) identifies the skills, knowledge and understanding that can be assessed in ESOL. (ref. 4.1)

Continue your research and include an analysis of:

- b) Standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis (ref. 1.1)
- c) 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. (ref. 1.2)

Having completed b) and c) above, explain ways in which language change and variety can have an impact on ESOL learners' literacy and language development. (ref. 1.3)

Task B Presentation and session notes

You have been asked to deliver a professional development session for colleagues. Drawing on your own professional practice and context, produce a presentation and session notes which analyses:

- a) how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors (ref. 2.1)
- b) how language is used in the formation, maintenance and transformation of power relations (ref. 2.2)
- c) personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use (ref. 3.1)
- d) the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning (ref. 3.2)
- e) approaches to initial and diagnostic assessment to identify the literacy and language skills of learners (ref. 4.2)
- f) the use of assessment tools in literacy and language teaching and learning. (ref. 4.3)

Your presentation must be supported by ICT, and include audio clips, videos etc to support your understanding of the significance of language varieties. You are not required to deliver your presentation.

Assignment 513 ESOL and the learners

Tasks (continued)



Task C Information booklet

Produce an information booklet to inform your team about points of referral and collaborative practice.

You will need to draw on your own professional practice and your research to:

- a) explain the boundaries between own specialist area and those of other specialists and practitioners (ref. 5.1)
- b) analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals (ref. 5.2)
- c) identify literacy and language skills needed across contexts and subjects (ref. 6.1)
- d) explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas. (ref. 6.2)

Assignment 513 ESOL and the learners

Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Candidates should be informed that the focus of their assignments should reflect the literacy and spoken language needs of ESOL learners, for example grammar, parts of speech, sentence structure.

Task A Research report

Candidates should produce the report in a professional written format and may include tables and diagrams where appropriate. The report should link to own professional practice and context.

It is envisaged that the report would have an estimated word count of 750 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task B Presentation and session notes

Candidates may produce the presentation in a professional written format, and are not required to deliver the presentation. However, the presentation should refer specifically to lexis, phonology and grammar and must include audio clips, video clips or other as appropriate, to support the candidates understanding of the significance of language varieties.

Candidates may produce the session notes in a professional written format, and are not required to deliver the session. However, the session should be aimed at their peers, and be drawn from their own professional practice and context.

It is envisaged that the presentation would have an estimated word count of 1500 – 2000 words, equivalent to 6-8 pages or 10-15 slides with accompanying notes. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 513 ESOL and the learners

Assessor guidance (continued)

Task C Information booklet

Candidates should produce the information booklet in a professional written format and may include tables and diagrams where appropriate. The report should link to own professional practice and context.

It is envisaged that the report would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 514 ESOL theories and frameworks

Assignment overview

There are **four** learning outcomes to this unit:

1. Understand theories and principles relating to language acquisition and learning
2. Understand theories and principles relating to literacy learning and development
3. Be able to analyse spoken and written language
4. Understand the processes involved in the development of speaking, listening, reading and writing skills

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2 2.1, 2.2
B	Language analysis	3.1, 3.2, 3.3, 3.4, 3.5, 3.6
C	Rationale	4.1, 4.2, 4.3, 4.4

All tasks should be presented in a professional written format of your choice and include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes. Tasks should make links to your own practice.

Task A Research report

Carry out research into theories and principles relating to language acquisition and learning, and literacy learning and development.

Produce a report which analyses theories of:

- a) first and second language acquisition and learning, and the associated language teaching approaches (ref. 1.1, 1.2)
- b) literacy learning and development, and the associated literacy teaching approaches. (ref. 2.1, 2.2)

Task B Language analysis

Select a piece of text and a discourse and produce a written analysis which:

- a) uses key discursal, grammatical, lexical and phonological terms accurately (ref. 3.6)
- b) analyses the ways in which the language can be described (ref. 3.1)
- c) explains the descriptive and prescriptive approaches to language analysis. (ref. 3.2)
- d) identifies significant differences between the description and conventions of English and other languages (ref. 3.3)
- e) analyses spoken and written language at:
 - text and discourse level;
 - sentence and phrase level;
 - word level; and
 - phoneme level. (ref. 3.4)
- f) analyses the impact of phonological features of spoken English on the communication of ESOL learners. (ref. 3.5)

You should clearly indicate which part of your analysis refers to the text or the discourse and critique the key features of how spoken language differs from written language.

Your analysis may include tables, diagrams, audio/video clips/narratives and texts where appropriate.

Task C Rationale

You are required to produce a written rationale, based on your own practice, which:

- a) analyses the processes involved in speaking, listening, reading and writing for ESOL learners (ref. 4.1, 4.2)
- b) explains the mutual dependence of reading, listening, writing and speaking in literacy and language learning and teaching (ref. 4.3)
- c) analyses the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning. (ref. 4.4)

Assignment 514 ESOL theories and frameworks

Assessor guidance



Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Research report

Candidates should produce the report in a professional written format, and may include tables and diagrams where appropriate.

It is envisaged that the report would have an estimated word count of 750 – 1000 words, equivalent to 3-4 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Task B Language analysis

Candidates may produce the analysis in a professional written format, and may include tables, diagrams, audio/video clips/narratives and texts where appropriate.

It is envisaged that the analysis would have an estimated word count of 1500 – 2000 words, equivalent to 6-8 pages or 10-15 slides with accompanying notes. However please note that this is **guidance only** and not a requirement of the assessment.

Task C Rationale

Candidates may produce the rationale in a professional written format, and must make links to their own professional practice and context.

It is envisaged that the rationale would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 515 Action learning for teaching in a specialist area of disability

Assignment overview

There are **three** learning outcomes to this unit:

1. Understand the impact of a specific impairment on teaching and learning
2. Understand how to investigate effective practice in a specialist area of disability
3. Be able to investigate practice in a specialist area of disability

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Literature review	1.1, 1.2 2.1, 2.2, 2.3
B	Investigative report	1.3 3.1, 3.2, 3.3, 3.4
C	Reflective account	3.5

Assignment 515 Action learning for teaching in a specialist area of disability



Tasks

All tasks must be produced in a professional academic writing style and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task A Literature review

Review the current literature around a specific impairment and produce a literature review which will support your investigation.

The literature review should include:

- a) an analysis of current literature around a specific impairment and the related support needs of disabled learners (ref. 1.1)
- a) an explanation of ways of adjusting practice for learners with a specific impairment (ref. 1.2)
- b) an evaluation of a range of action learning research methods (ref. 2.3)
- c) an analysis of ways to include disabled learners in an investigation (ref. 2.1)
- d) an explanation of ethical considerations when involving disabled learners. (ref. 2.2)

Task B Investigative report

Drawing on the outcomes of your literature review, design an action plan which develop the focus for your investigation. (ref. 3.1)

Your report should include evidence of how you have implemented an action plan to support the investigation. (ref. 3.2)

Produce a report on the findings of your investigation, and include an evaluation of the practice of other teachers in your area of interest. (ref. 3.3, 3.4)

The report should also include an evaluation of specific support within an organisation for learners with a specific impairment. (ref. 1.3)

Task C Reflective account

Produce a reflective account in which you analyse ways in which findings from an investigation can be used to develop own professional practice. (ref. 3.5)

Assignment 515 Action learning for teaching in a specialist area of disability

Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but should note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Literature review

Candidates are expected to present the literature review in a professional academic writing style.

It is envisaged that the literature review would have an estimated word count of approximately 1000 – 1500 words, equivalent to 5-6 pages. The word count does **not** include the bibliography.

Task B Investigative report

Candidates are expected to present the report in a professional academic writing style. They are expected to draw on their literature review for their report and for developing a focus for investigation.

It is envisaged that the proposal document would have an estimated word count of approximately 1000 – 1500 words, equivalent to 5-6 pages. The word count does **not** include the bibliography.

Task C Reflective account

Candidates may produce the reflective account in a professional written format.

It is envisaged that the reflective account would have an estimated word count of 500-750 words, equivalent to 2-3 pages.

Assignment 516 Understanding theories and frameworks for teaching disabled learners

Assignment overview

There are **five** learning outcomes to this unit:

1. Understand key theories and research which inform the learning and teaching of disabled young people and adults
2. Understand factors influencing inclusive practice for disabled learners
3. Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults
4. Understand factors that influence the curriculum for disabled young people and adults
5. Understand how to work with others to support the needs of disabled learners

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Literature review	1.1, 1.2 2.1, 2.2, 2.3, 2.4, 2.5 4.1
B	Report	3.1, 3.2, 3.3 4.3 5.1, 5.2, 5.3
C	Reflective account	1.3 4.2

Assignment 516 Understanding theories and frameworks for teaching disabled learners

Tasks

All tasks should be presented in a professional written format of your choice and include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task A Literature review

Carry out research into theories and frameworks relating to the learning and teaching of disabled young people and adults.

Produce a report which:

- a) explains the importance of research in the development of learning and teaching opportunities for disabled young people and adults (ref. 1.2)
- b) analyses how theories of learning inform learning and teaching practice in relation to disabled learners (ref. 1.1)
- c) analyses the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults (ref. 2.3)
- d) analyses how attitudes to disability, including social, cultural, and faith and belief influence learning opportunities for disabled young people and adults (ref. 4.1)
- e) analyses how inclusive learning has been defined (ref. 2.1)
- f) explains the importance of inclusive learning for disabled learners (ref. 2.2)
- g) describes the challenges involved in the implementation of a whole organisational approach to inclusive learning (ref. 2.5)
- h) analyses how approaches to communication and language development influence inclusive practice in relation to disabled learners. (ref. 2.4)

Task B Report

You are required to produce a report, based on your own practice, which:

- a) analyses how national, regional and local policies influence provision for disabled young people and adults (ref. 3.1)
- b) explains how risk assessments influence the curriculum (ref. 4.3)
- c) explains how current legal requirements and national policies and guidance promote the rights and well-being of learners (ref. 3.2)
- d) explains the role of organisations and networks that can offer services and support to disabled learners (ref. 5.1)
- e) explains ways to maintain relationships with parents, carers and others with an interest in the learner (ref. 5.2)
- f) analyses the skills needed to work collaboratively for the benefit of disabled learners. (ref. 5.3)

Your report should include **one** example where you:

- g) evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for disabled young people and adults. (ref. 3.3)

your report should include and make links to your example.

Assignment 516 Understanding theories and frameworks for teaching disabled learners



Tasks (continued)

Task C Reflective account

Produce a reflective account, based on your own practice, which:

- a) explains how theory and research inform own practice (ref. 1.3)
- b) analyses the impact of own attitudes on professional practice. (ref. 4.2)

Assignment 516 Understanding theories and frameworks for teaching disabled learners

Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but should note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Literature review

Candidates are expected to present the review in a professional academic writing style. They are expected to draw on their literature review and proposal to carry out their investigation.

It is envisaged that the report would have an estimated word count of approximately 1000 – 1500 words, equivalent to 4-6 pages. However note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Task B Report

Candidates may produce the report in a professional written format, and must include and make links to their example.

It is envisaged that the rationale would have an estimated word count of 1000 – 1500 words, equivalent to 4-6 pages. However note that this is **guidance only** and not a requirement of the assessment.

Task C Reflective account

Candidates may produce the reflective account in a professional written format.

It is envisaged that the account would have an estimated word count of 750-1000 words, equivalent to 3-4 pages. However note that this is **guidance only** and not a requirement of the assessment.

There are **six** learning outcomes to this unit:

1. Understand the factors that influence the development and progression of numeracy learners
2. Understand the use of assessment approaches to meet the needs of numeracy learners
3. Understand the use of numeracy teaching approaches and resources to meet the needs of individual numeracy learners
4. Understand how numeracy can impact on different contexts and subjects
5. Be able to promote learning support and learner support within numeracy teaching and learning
6. Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2, 1.3 2.1, 2.2, 2.3
B	Individual learning plan	4.1, 4.2
C	Session plan	3.1, 3.2
D	Information booklet	5.1, 5.2 6.1, 6.2

All tasks may be presented in a professional written format and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task A Research report

Carry out research into key issues relating to numeracy and numeracy learners and produce a research report in which you:

- a) analyse the impact of personal, social, economic and political factors on the development and progression of numeracy learners (ref. 1.1)
- b) explain the impact of learners' literacy and language skills on the development and progression of their numeracy skills (ref. 1.2)
- c) explain how differing communication approaches can affect the learning of numeracy processes and skills (ref. 1.3)
- d) identify the skills, knowledge and understanding that can be assessed in numeracy (ref. 2.1)
- e) analyse approaches to initial and diagnostic assessment to identify the mathematics and numeracy skills and aspirations of numeracy learners (ref. 2.2)
- f) analyse the use of assessment tools in numeracy teaching and learning. (ref. 2.3)

Task B Individual learning plans

Produce **two** individual learning plans for your learners that explain the importance of encouraging learners to make links between their mathematical and numeracy development and their other personal development. (ref. 4.2)

Your individual plans should identify the numeracy skills and knowledge needed by learners across contexts and subjects, and for progression purposes. (ref. 4.1)

You should produce the annotated individual learning plans in a professional written format appropriate to your context.

Task C Session plan

Produce a session plan that draws from your own professional practice and analyses:

- a) numeracy teaching approaches and resources, including technologies, for suitability in meeting individual learners' needs (ref. 3.1)
- b) the impact of using technology on learner engagement, motivation and success in numeracy teaching and learning. (ref. 3.2)

Your session plan should be annotated appropriately and produced in a professional written format appropriate to your context. You are not required to deliver the session.

Task D Information booklet

Produce an information booklet to inform your team about points of referral and collaborative practice.

You will need to draw on your own professional practice and your research to:

- a) explain the boundaries between own specialist area and those of other specialists and practitioners (ref. 5.1)
- b) analyse numeracy learning opportunities to determine how teaching and support needs may be shared between learning professionals (ref. 5.2)
- c) explain how to liaise with other professionals to provide specialist knowledge of how to include numeracy in vocational and other subject areas (ref. 6.1)
- d) explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area. (ref. 6.2)

Your information booklet may be drawn from your own research, professional practice and context.

Assignment 517 Numeracy and the learners

Assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However a Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Tutors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Research report

It is expected that candidates will draw on their research and own professional practice and experience. Candidates should produce the report in a professional written format and may include tables and diagrams where appropriate.

It is envisaged that the report would have an estimated word count of 1000 – 1500 words, equivalent to 4-6 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Task B Individual learning plans

Candidates should use relevant information to produce the **two** annotated individual learning plans in a professional written format appropriate to their context.

The individual plans should be an amalgamation of all information gathered from all the factors that influence the development and progression of numeracy learners.

Task C Session plan

The session plan should be drawn from candidates' own professional practice and can relate to either a session the candidate has delivered, or to a session the candidate intends to deliver.

Candidates should produce the session plan in a professional written format appropriate to their context and annotated appropriately to reflect diversity and promote equality of opportunity.

Assignment 517 Numeracy and the learners

Assessor guidance (continued)



Task C Information booklet

Candidates should produce the information booklet in a professional written format and may include tables and diagrams where appropriate. The report should link to own professional practice and context.

It is envisaged that the report would have an estimated word count of 500 – 750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Assignment 518 Numeracy knowledge and understanding

Assignment overview

There are **four** learning outcomes to this unit:

1. Understand fundamental attributes of mathematics and numeracy
2. Understand the attributes of procedures within mathematics and numeracy
3. Understand how learning theories and the origins and status of mathematics impact on numeracy teaching
4. understand the links between the roles and perceptions of mathematics and numeracy within society.

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification information pack and unit handbooks.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Research report	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4
B	Analysis	3.1, 3.2
C	Evaluation report	4.1, 4.2

Tasks

All tasks should be presented in a professional written format and should include evidence of your research with references. This includes linking research coherently to your writing and using referencing, such as a bibliography, citing and quotes.

Task A Research report

Carry out research into the attributes of mathematics and numeracy and associated procedures and produce a report that includes the following:

1. A review of the historic and cultural developments of mathematics (ref. 1.1)
2. An analysis of:
 - a) the language and concepts associated with number systems (ref. 1.2)
 - b) the techniques used in mathematics and numeracy for conceptual linkages (ref. 1.4)
 - c) the activities, processes and stages within mathematical problems and investigations (ref.2.1)
 - d) common errors and misconceptions in mathematics and possible reasons why they occur (ref. 1.3)
 - e) the use, interpretation and representation of data. (ref. 2.3)
3. An evaluation of:
 - a) written, mental and diagrammatic mathematical strategies, analysing the associated meta-language (ref. 2.2)
 - b) the use of measurement systems within problem solving including definition, conversion and representation. (ref. 2.4)

Your report should be aimed at your peers, draw from your own teaching practice and experience where appropriate, highlight good practice and may include diagrams and worked examples.

Task B Analysis

Select one aspect of the mathematics and numeracy curriculum that you are delivering, or are familiar with, and analyse a learning theory relevant to the delivery of this aspect.

Produce an analysis of:

- a) the effect of the origins and status of mathematics knowledge on
 - mathematics
 - numeracy curriculum development (ref. 3.1)
- b) how learning and teaching theories underpin numeracy teaching and learning. (ref. 3.2)

your analysis could include PowerPoint presentation, a professional poster or hand-outs etc. You should draw on your own professional practice where appropriate.

Assignment 518 Numeracy knowledge and understanding



Tasks (continued)

Task C Evaluation report

You are required to undertake an evaluation into the links between the roles and perceptions of mathematics and numeracy within society and prepare a report.

Your report should:

- a) analyse the role of mathematics and numeracy within society (ref. 4.1)
- b) evaluate perceptions of mathematics and numeracy and include:
 - popular views
 - learner attitudes
 - trends in learner attainment.
(ref. 4.2)

Assignment 518 Numeracy knowledge and understanding



Assessor guidance

Task A Research report

The review section of the report may be based on candidates' own choice of cultural and historical development.

Candidates should produce the research report in a professional written format and may include tables, diagrams and worked examples where appropriate.

It is envisaged that the research report would have an estimated word count of 1500 – 2000 words, equivalent to 6-8 pages. However please note that this is **guidance only** and not a requirement of the assessment. The word count does **not** include the bibliography.

Task B Analysis

Candidates should select an aspect of the curriculum that they are delivering, or are familiar with, and analyse a learning theory relevant to the delivery of this aspect.

Candidates should produce the analysis in a professional written format, which could include PowerPoint, a professional poster or hand-outs etc.

It is envisaged that the analysis would have an estimated word count of 500 –750 words, equivalent to 2-3 pages. However please note that this is **guidance only** and not a requirement of the assessment.

Task C Evaluation report

Candidates may produce the evaluation report action plan in a professional written format.

It is envisaged that the evaluation report would have a combined estimated word count of 500 –750 words, equivalent to 2-3 pages. However please note that this is guidance only and not a requirement of the assessment.

The following key words and terms are used in the assignments and Answer Pack.

Term	Definition
Assessment Criteria	The specification of the practical skills and/or knowledge a learner must demonstrate for the learning outcomes of a unit to be achieved.
Assessor	The person who makes a judgment on a learner's work. For example a teacher, tutor, trainer or marker.
Learning outcome	Statements in a unit template describing what a learner is expected to know, understand or be able to do on completion of a learning process.
Analysis	A detailed study or examination of something to discover more about it
Evaluation	To judge the quality, importance, amount or value of something
Rationale	The reasons or intentions for a particular action
Justify	To give a good reason for
Learning outcomes	Statements in a unit template describing what a learner is expected to know, understand or be able to do on completion of a learning process.
Points of referral	Individuals and organisations that provide information and support for learners e.g. about funding, or opportunities to access learning.
Report	A report within an assignment refers to a systematic, well organised document which defines and analyses a subject or problem. Reports are typically written in sections and vary in structure.
Research task	A research task within an assignment is one that requires the candidate to carry out secondary research, and to produce their research and findings in a document (report). This type of task usually requires the summary, analysis, synthesis and collection of existing data, using secondary sources that already exist.
Safeguard	Protecting young people and vulnerable adults from abuse or neglect, and ensuring that learning environments support their well-being.
Tutor	A member of staff responsible for the teaching and supervision of one or more learners. Also known as a teacher or trainer. A tutor may also be an assessor/marker.

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