



TRANSCEND

AWARDS

QUALIFICATION & UNIT SPECIFICATION

Transcend Level 4 Certificate in Education and Training

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Welcome to the Transcend Level 4 Certificate in Education and Training — Qualification & Unit Specification

About This Document

Transcend Awards is an Ofqual regulated awarding organisation. This combined Qualification & Unit Specification confirms the qualification delivery and assessment conditions, and the detailed unit specifications for all units within the Level 4 Certificate in Education and Training.

This document must be read and complied with in conjunction with the Transcend Centre Recognition Conditions and Assessment Guidance.

Further information about this qualification can be found in the Qualification Purpose Statement.

Regulated Qualification

This qualification is regulated by Ofqual in England and sits on the Register of Regulated Qualifications.

ETF Professional Standards

This qualification is aligned in full to the Education and Training Foundation (ETF) Professional Standards for Teachers and Trainers in the Education and Training Sector.

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Qualification Scope

The Transcend Level 4 Certificate in Education and Training is an Ofqual-regulated occupational qualification for learners aged 19+ who wish to develop advanced teaching, assessment and quality assurance skills. It is designed for those working in or preparing for roles in further education, vocational training and adult education, and includes a minimum of 30 hours supervised teaching practice. The qualification provides an integrated Teaching, Assessor and Quality Assurance Foundation route, and is open to all recognised centres.

Qualification Regulation

Regulator Reference	610/4369/2	Qualification TQT	360
Qualification Start Date	01 July 2024	Qualification GLH	180
Qualification Review Date	20 May 2029	Qualification DSH	180
Qualification Sector	13.1 Teaching and Lecturing	Qualification Credit	36
Qualification Awarding	This qualification is solely awarded by Transcend Awards Limited as the recognised awarding organisation regulated by Ofqual in England.		
Registration Period	All learning, assessment, reassessment, and quality assurance activities must be completed within the 2-year registration period.		
Qualification Standards	This qualification is aligned in full to the ETF Professional Standards: ETF Professional Standards for Teachers and Trainers in Education and Training (2022)		
Qualification Regulation	This qualification is regulated by Ofqual in England. It is published as a Level 4 qualification on the Register of Regulated Qualifications and is equivalent to Level 5 on the European Qualifications Framework (EQF) .		
Partners	This qualification is developed in collaboration with industry specialists. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure it remains fit for purpose.		

Qualification Overview

Qualification Aim	The aim of this qualification is to develop the knowledge, understanding and applied skills required for teaching, assessment and quality assurance in the further education and skills sector. This qualification integrates classroom teaching practice (minimum 30 hours), assessment of vocational competence, and the principles of internal quality assurance, providing a comprehensive foundation for employment as an educator.
Qualification Objective	The objective is to prepare learners for employment and progression in teaching, training and assessment roles across FE, adult skills, apprenticeships and vocational training. Whilst attending this qualification, learners will develop the knowledge and skills to enable them to: › Explain the principles, context and regulation of the internal quality assurance of assessment › Describe the functions of sampling, standardisation and feedback in maintaining assessment quality › Understand the legal, regulatory and ethical requirements of education and training Successful learners will develop skills to enable them to: › Plan, deliver and evaluate inclusive teaching and learning sessions › Provide developmental feedback and support to assessors to improve assessment quality › Assess learners using valid, fair and reliable methods in education and training contexts
Target Learners	This qualification is for learners aged 19+ who wish to develop advanced teaching, assessment and quality assurance skills for further education, vocational training and adult education settings. Typical learners include subject specialists moving into teaching, workplace trainers seeking formal qualification, and individuals progressing from a Level 3 Award in Education and Training. Learners must be at least 19, communicate effectively in English, and have access to a teaching environment with real learners for the supervised practice requirement (minimum 30 hours).
Learner Prerequisites	The recognised centre is required to ensure that prior to registration for this qualification learners are required to: › Be accurately identified › Be at least 19 years of age › Be able to evidence prior engagement in assessment or vocational training (e.g. a Level 3 Award in Assessing Competence or equivalent experience) › Have access to a teaching environment and real learners for the supervised practice requirement › Be able to communicate effectively in English if registered in England [reading, speaking, listening, and writing] Learners on the competence-based qualifications must be in, or preparing for, a role that involves the monitoring, support and improvement of assessment practice.
Employability Progression	This qualification may lead to paid employment as a centre-approved Internal Quality Assurer, Lead Internal Quality Assurer, quality manager or centre compliance lead across FE, adult skills, apprenticeships and independent training.

Education Progression

This qualification is integral to a progressive pathway:

- › Level 5 Diploma in Education and Training (DET)
- › Centre-recognised External Quality Assurer (EQA) pathways and Level 5 qualifications in educational leadership or quality management

Part 02 Qualification Delivery

This qualification must be delivered in accordance with the *Transcend Recognised Centre Conditions*. The rules below are supplementary conditions specific to this qualification. Centres must ensure full compliance with ALL conditions to establish and maintain centre recognition and qualification approval status.

How do I offer this qualification?

Applicant Organisations: Access the Transcend Awards website to submit a Centre Recognition enquiry.

Recognised Centres: Access the Transcend Awards Management System (TAMS) to create and submit the Transcend Recognised Centre Extension Request Form.

Qualification Delivery Workforce

Workforce Requirements

The recognised centre must evidence workforce competence to show that tutors and assessors hold or are working towards the recognised qualifications as outlined in the recognition conditions, including the following:

All tutors and assessors must:

- › Hold a recognised qualification in assessment and/or internal quality assurance (e.g. TAQA, V1, D34 or equivalent)
- › Demonstrate occupational competence in teaching, training and assessment within the education and skills sector
- › Maintain up-to-date CPD in line with regulatory and sector expectations; be proficient in applying Ofqual assessment principles, the VARCS rules of evidence, and standardisation procedures; and have recent, relevant experience in assuring the quality of vocational assessment in live or simulated environments.

Occupational competence must be evidenced through:

- › A regulated teaching qualification at Level 4 or above (e.g. Level 4 Certificate in Education and Training, or equivalent)
- › A minimum of two years' professional experience in the internal quality assurance of regulated vocational assessment

All new assessors and internal quality assurance staff must be given an action plan for achieving the required qualification. They need to be countersigned by an appropriately qualified individual, and the plan approved by Transcend's allocated EQA.

Learning & Training Resources

The recognised centre is required to have access to learning and training resources that support the breadth of the education and training programme, which include:

- › Inclusive teaching and learning materials mapped to all unit LOACs
- › Access to teaching and learning resources including session planning templates, schemes of work, assessment materials and IQA documentation
- › Access to a digital learning environment (e.g. Moodle, Canvas, or equivalent) to support GLH and DSH
- › Current copies of the Ofqual General Conditions of Recognition and relevant awarding organisation handbooks

Assessment Environment & Tools

The recognised centre is required to have access to an appropriate teaching and assessment environment:

- › Access to teaching environments with real learners for a minimum of 30 hours supervised practice, plus access to assessment candidates for ASSU02
- › Access to organisational quality assurance systems and assessment documentation
- › Opportunities for learners to contribute to or lead standardisation activities
- › Secure recording tools for observation and professional discussion

Key Notes

Learners must be supported by a designated mentor or supervisor. At least three formal observed teaching sessions must be included in the portfolio, with a minimum of 30 hours total teaching practice.

Delivery Model

The recognised centre must document their delivery model, mapped to TQT, GLH, learning outcomes, assessment criteria, delivery content and attainment indicators. The model must be agreed in writing by the awarding organisation.

AO devised delivery model

Phase 1 Induction & Understanding	Phase 2 Planning & Resourcing	Phase 3 Applied Teaching Practice	Phase 4 Portfolio & Evaluation
› Programme induction › Introduction to Ofqual/ETF context › ETU01, ETU06, IQAU01 — Foundation Knowledge › Reflective practice baseline › Initial needs analysis and placement confirmation	› ETU10, ASSU02 — Planning › Risk-based sampling design › Portfolio & Evaluation › Review of centre policies and regulation	› ETU07, ETU08, ETU09, ASSU02 — Applied Practice › Sampling, observation and standardisation › Professional discussion 1 › Formative feedback and portfolio building	› All units — Portfolio & Reflection › Team allocation and SMART objectives › Monitoring and evaluation of team work › Professional discussion 2 · summative review
45 GLH · 20 DSH	35 GLH · 30 DSH	55 GLH · 55 DSH	45 GLH · 75 DSH

Assessment Strategy

The assessment framework is externally set by Transcend as the awarding organisation and marked internally by a qualified assessor within the recognised centre.

Assessment Strategy	This qualification can be assessed using AO supplied assessment tasks, which are outlined below. › Centres using AO assessment materials must apply them consistently. These are designed to promote validity, reliability, manageability and comparability. › Centres developing own materials must submit to the AO for approval prior to delivery, with detailed qualification mapping.
Assessment Grading	All units in this qualification are assessed on a pass-only basis. Learners must pass ALL learning outcomes and assessment criteria within each unit.
Assessment Environment	Portfolio of evidence compiled from real teaching, assessment and quality assurance practice with access to real learners. Professional discussion may be conducted in person or via secure video conferencing with robust authentication. Observation of practice planned and structured against unit assessment criteria, carried out by a qualified assessor; minimum 30 hours teaching practice with at least 3 formal observations across the qualification.
Assessment Authentication	The centre must ensure learners complete all assessment tasks independently. All work must be the learner's own. Assessors authenticate work during practical observations and professional discussions. The portfolio must be authenticated by the lead mentor and the employer, and the learner must provide an authentication statement before submission.
Assessment Marking	Assessments must only be marked by assessors approved by the AO, in accordance with the fair and VARCS rules of evidence: Valid, Authentic, Relevant, Current and Sufficient. Learners dissatisfied with decisions should follow the centre's appeals process.
Assessment Attainment	Assessment is graded on a pass-only basis. Attainment indicators are confirmed in the unit specifications in Part 3. Learners must produce evidence against each task, marked in line with the attainment indicators.
Assessment Retakes	Learners are granted three assessment opportunities per component. Charges for reassessment are at the centre's discretion. All assessments must be completed within the 2-year registration period.
Assessment Remarks	Re-marks must be enforced at the request of internal or external moderators or in the event of a learner appeal. Written work must be re-marked by an alternative assessor. Where two outcomes differ, a third re-mark is required. Where there are insufficient qualified assessors, contact the Transcend Team.

AO Devised Assessment Strategy

The recognised centre must ensure the following assessment strategy is complied with. Assessment evidence is organised into the following method categories. Centres may combine or sequence these methods flexibly, provided all learning outcomes and assessment criteria are fully evidenced.

Knowledge

Learners must complete structured written tasks that assess their understanding of the knowledge-based learning outcomes across the qualification. Written evidence must be mapped directly to the learning outcomes and assessment criteria of the relevant units (ETU01, ETU06, ETU07, ETU08, ETU09, ETU10, IQAU01, ASSU02).

Knowledge evidence must:

- be sufficiently varied in format and depth to assess both breadth and depth of understanding
- require the learner to apply knowledge to realistic education and training scenarios or workplace contexts
- be designed to elicit responses that demonstrate independent thought, interpretation of key legislation, and critical reflection on teaching, learning and assessment practices

The assessor must:

- confirm that all responses are the learner's own work, free from plagiarism or third-party input
- review the submission and provide developmental feedback aligned to the learning outcomes
- offer the learner the opportunity to revise or expand on responses to meet any unmet criteria
- ensure each response is mapped clearly to the relevant LOAC using a marking grid or mapping template

Written evidence may be completed digitally or in hard copy. Remote submission is permitted provided authenticity is verified in line with Transcend's assessment conditions.

Planning

Learners must produce a comprehensive set of planning documents that demonstrate their ability to plan and prepare for teaching, assessment and quality assurance activity. Planning evidence is mapped primarily to Units ETU10 (Planning to Meet the Needs of Learners) and ASSU02 (Assess Occupational Competence in the Work Environment).

Planning evidence must include:

- schemes of work and session plans demonstrating differentiated approaches to meeting learner needs
- individual learning plans (ILPs) showing how individual learner goals, starting points and support needs are addressed
- assessment plans identifying the methods, timings and resources to be used
- resource plans showing how teaching and learning materials have been selected or adapted

Planning evidence must demonstrate that the learner can prepare coherently for teaching, learning and assessment activity across a range of contexts.

Application

Learners must be observed delivering teaching sessions, assessing learners and using resources in education and training environments. A minimum of 30 hours of observed teaching practice is required, with at least 3 formal observations mapped to ETU07, ETU08, ETU09 and ASSU02.

Observed practice must demonstrate:

- delivery of inclusive teaching and learning sessions using a range of approaches
- effective use of resources to support learning
- use of valid, fair and reliable assessment methods with real learners
- constructive feedback to learners on their progress and next steps
- effective communication and classroom management

The assessor must:

- plan and structure each observation against the relevant unit assessment criteria
- complete a formal observation record identifying which LOACs have been met
- ensure observation is mapped directly to LOAC for the relevant units (ETU07, ETU08, ETU09, ASSU02)

Portfolio

Learners must compile and present a portfolio of evidence that reflects ongoing teaching, assessment and quality assurance practice. The portfolio provides the primary vehicle for demonstrating sustained competence across the qualification.

The portfolio must include:

- session plans, schemes of work and assessment materials used during teaching practice
- observation feedback records and post-observation action plans
- peer observation records (as observer and observee)
- learner feedback and evaluation evidence
- records of continuing professional development (CPD) activities
- reflective journals documenting the development of teaching practice

Portfolio evidence must demonstrate breadth across Units ETU07, ETU08, ETU09, ETU10 and ASSU02, showing competence in teaching, resource use, assessment and planning.

Reflection

Learners must provide evidence of critical reflection on their own teaching and assessment practice, including a structured professional discussion with their assessor. Reflection provides the mechanism for confirming depth of understanding, professional judgement, and the ability to evaluate and improve practice over time.

Reflective evidence must demonstrate:

- analysis of own teaching and assessment practice, including what went well and what could be improved
- consideration of equality, diversity and inclusion in teaching, learning and assessment
- evaluation of how teaching and assessment approaches meet the needs of individual learners
- identification of areas for professional development and an action plan for improvement

Professional discussion:

Learners must complete planned observations of live teaching and assessment activity followed by a professional discussion. The observations and discussion must together confirm coverage of all LOACs not fully evidenced by the portfolio. A minimum of 3 formal observations across the qualification is required, with at least 30 hours total teaching practice. Observation and discussion together should last 60–90 minutes. Professional discussion may be conducted in person or via secure video conferencing with robust authentication.

Quality Assurance Conditions

The recognised centre is required to supplement RC5.5 of the Transcend Recognised Centre Conditions with the following rules noting that this qualification has been assigned a **medium-risk** profile based on the risk indicators below.

Qualification Risk indicator	Low	Medium	High
Qualification purpose	Personal development	Professional development	Professional practice
Qualification size	Award	Certificate	Diploma
Qualification level	EL3 – L2	L3-L4	L5-8
Qualification assessment method	Portfolio, Practical, PD and Presentation	Portfolio and Practical or PD or Presentation	Portfolio only
Qualification assessment manageability	Real time assessment not required	Real time assessment on course/programme	Real time assessments in workplace
Qualification assessment authentication	Assessor present	Assessor part present	Assessor not present
Qualification Risk Profile	MEDIUM RISK		

EQA

The recognised centre must refer to *Transcend Recognised Centre Conditions* for EQA requirements.

Qualification Structure

This qualification is comprised of eight mandatory units. The qualification is awarded on completion of all mandatory units. The structure is pre-determined and fixed to maintain qualification integrity, consistency and alignment to the Education and Training Foundation (ETF) Professional Standards. Each unit specification sets out the learning outcomes, assessment criteria, delivery content and assessment attainment indicators.

Unit	Title	AO Ref	Ofqual Ref	Level	GLH	DSH	TUT	Credit
ETU01	Understanding Roles, Responsibilities and Relationships in Education and Training	QU001783	H/505/0053	3	12	18	30	3
ETU06	Preparing for the Personal Tutoring Role	QU001800	T/505/1093	4	15	15	30	3
ETU07	Assessing Learners in Education and Training	QU001794	F/505/0125	4	24	36	60	6
ETU08	Delivering Education and Training	QU001792	M/505/0122	4	24	36	60	6
ETU09	Using Resources for Education and Training	QU001789	L/505/0127	4	15	15	30	3
ETU10	Planning to Meet the Needs of Learners in Education and Training	QU001785	A/505/1189	4	15	15	30	3
IQU01	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	QU001802	T/601/5320	4	45	15	60	6
ASSU02	Assess Occupational Competence in the Work Environment	QU001798	H/601/5314	3	30	30	60	6
Summary					180	180	360	36

Unit Aim	To enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.
References	AO Ref: QU001783 · Ofqual Ref: H/505/0053 · Level: 3 · GLH: 12 · DSH: 18 · TUT: 30 · Credits: 3

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Understand the teaching role and responsibilities in education and training	AC1.1 Explain the teaching role and responsibilities in education and training	Teaching roles and responsibilities - Identify the range of teaching roles (teacher, trainer, coach, tutor, mentor, instructor, assessor, lecturer) - Describe key responsibilities including enforcement of organisational policies and procedures - Explain responsibilities for preparation and management of learning, assessment and record keeping - Describe responsibilities for working with others, communicating effectively, and for safety and security - Distinguish role boundaries between teaching and other professional roles Attainment Indicator: <i>Learner explains the teaching role and responsibilities, identifying typical role variants (teacher, trainer, tutor, mentor, assessor) and core duties.</i>
	AC1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	Legislation, regulation and codes of practice - Summarise current government legislation including equality and diversity and health and safety - Identify professional or vocational standards and awarding organisation requirements relevant to own role - Describe organisation codes of practice and safeguarding or child protection requirements - Reflect on the practical impact of legislation and codes of practice on day-to-day practice - How codes of practice are evidenced in own teaching Attainment Indicator: <i>Learner summarises key legislation, regulatory requirements and codes of practice relating to own role, including equality, health and safety, safeguarding and AO requirements.</i>
	AC1.3 Explain ways to promote equality and value diversity	Promoting equality and valuing diversity - Identify individual learning needs (sensory impairment, physical disability, language, SpLD) - Describe supporting strategies (individual support, peer working, challenging discrimination, group contracts) - Explain inclusive practices that promote equality and value diversity - Reflect on own responsibility in upholding equality and diversity - Recognise and address bias in the learning environment Attainment Indicator: <i>Learner explains ways to promote equality and value diversity, including identifying individual needs and using inclusive strategies in the learning environment.</i>
	AC1.4 Explain why it is important to identify and meet individual learner needs	Identifying and meeting individual learner needs - Explain the importance of recognising prior achievements and appropriate support - Describe guidance to meet qualification requirements and access to learning - Explain how identifying needs helps address knowledge or skills gaps - Reflect on how meeting individual needs promotes student involvement and ownership of targets

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
		› Use of initial and diagnostic assessment in identifying needs Attainment Indicator: <i>Learner explains why identifying and meeting individual learner needs is important, with reference to prior achievements, access to learning and ownership of targets.</i>
LO2 Understand ways to maintain a safe and supportive learning environment	AC2.1 Explain ways to maintain a safe and supportive learning environment	Maintaining a safe and supportive environment › Requirements for a safe physical environment (venue, health and safety, accessibility) › Managing a structured learning environment to support learner safety › Approaches to individual support, encouraging individual/pair working and group activities › Use of negotiated ground rules in supporting safety › Reporting and recording of safety concerns Attainment Indicator: <i>Learner explains ways to maintain a safe and supportive learning environment, including physical safety, supportive structure and negotiated ground rules.</i>
	AC2.2 Explain why it is important to promote appropriate behaviour and respect for others	Appropriate behaviour and respect › Policies, procedures and zero-tolerance approaches that establish standards of behaviour › Modelling of desired behaviours and valuing of individual learners by staff › Student responsibility through student and group contracts, peer working and inclusion › Reflect on own role in promoting appropriate behaviour and respect for others › Strategies for managing inappropriate behaviour Attainment Indicator: <i>Learner explains why promoting appropriate behaviour and respect is important, referencing standards of behaviour, modelling and student responsibility.</i>
LO3 Understand the relationships between teachers and other professionals in education and training	AC3.1 Explain how the teaching role involves working with other professionals	Working with other professionals › Team role including planning, researching provision and sharing assessment outcomes › Communicating student needs and negotiating support › Contributions to internal quality assurance and liaison with referral agencies › How working with other professionals supports learner outcomes › Documenting collaborative work Attainment Indicator: <i>Learner explains how the teaching role involves working with other professionals, including planning, sharing assessment outcomes, IQA and referral agencies.</i>
	AC3.2 Explain the boundaries between the teaching role and other professional roles	Boundaries between roles › Personal boundaries including skills, experience, time, resources and job description › Professional boundaries through team roles, management structures and lines of communication › How boundaries protect both the teacher and the learner › Examples of when the teaching role intersects with other professional roles › How to maintain professional boundaries in challenging situations Attainment Indicator: <i>Learner explains personal and professional boundaries between the teaching role and other roles, with examples from own or observed practice.</i>
	AC3.3	Points of referral › Organisational systems and procedures (additional learning support, student services)

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Describe points of referral to meet the individual needs of learners	› External agencies (specialist support, government agencies, work-related, employers) › Process of making a referral and handling it professionally › Importance of timely and appropriate referral in meeting individual needs › Recording of referrals and follow-up Attainment Indicator: <i>Learner describes points of referral to meet individual needs, including internal services and external agencies, with the referral process.</i>

Unit Assessment Strategy	This unit is assessed via Knowledge evidence only. Learners must complete a structured written assignment mapped to all learning outcomes and assessment criteria. This unit is shared with the L3 AET. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge (written assignment)
What the learner produces	A single structured written assignment covering all 9 ACs across 3 LOs.
Practice Requirement	No workplace teaching practice required for this unit.
Authenticity Controls	Plagiarism and AI-detection checks. Reference list required. Assessor authenticity declaration per AC.

Unit Aim	To prepare the learner for the role of personal tutor by analysing the role of the personal tutor, factors affecting learners' attitudes and engagement to learning, the support available to learners, and the development of individual learning plans.
References	AO Ref: QU001800 · Ofqual Ref: T/505/1093 · Level: 4 · GLH: 15 · DSH: 15 · TUT: 30 · Credits: 3

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Understand the role of the personal tutor	AC1.1 Analyse the skills and qualities required for a personal tutoring role	Skills and qualities of a personal tutor - Core interpersonal skills (active listening, questioning, empathy, rapport-building, open communication) - Professional qualities expected of a personal tutor (integrity, reliability, patience, emotional intelligence) - How personal-tutor skills differ from subject-teaching skills - Reflect on own current skills against the role - Use of self-assessment to identify development needs Attainment Indicator: <i>Learner analyses the skills and qualities required for a personal tutoring role, including interpersonal and professional qualities, with reference to own self-assessment.</i>
	AC1.2 Explain how own values, behaviours and attitudes can impact on the personal tutoring role	Impact of own values and behaviours - How personal values shape the tutor-learner relationship - How unconscious biases and assumptions can influence interactions - Examples of values and behaviours that positively or negatively impact learners - Reflect on own values, behaviours and attitudes - How awareness of own values supports professional practice Attainment Indicator: <i>Learner explains how own values, behaviours and attitudes can impact on the personal tutoring role, with examples of positive and negative impact.</i>
	AC1.3 Explain the boundaries and limitations of a personal tutoring role	Boundaries and limitations - Professional boundaries (scope of support, tutor-vs-counsellor distinction, working hours, digital contact) - Limitations of tutor responsibility (when specialist or safeguarding referral is needed) - Risks of exceeding boundaries (over-commitment, blurred relationships) - Reflect on how boundaries protect both tutor and learner - Examples of boundary management in own context Attainment Indicator: <i>Learner explains the boundaries and limitations of the personal tutoring role, including risks of exceeding them and the role of specialist referral.</i>
	AC1.4 Explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role	Ethical and professional codes - Codes relevant to the role (ETF Professional Standards, SET Code of Practice, centre codes) - Specific ethical duties (confidentiality, impartiality, honesty, duty of care) - Consequences of breaching ethical standards - Role of ethical practice in building learner trust

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC1.5 Analyse the importance of communication in a personal tutoring role	› How own practice reflects ethical codes Attainment Indicator: <i>Learner explains the importance of acting according to ethical and professional codes and standards, referencing ETF Professional Standards, SET Code of Practice and centre codes.</i> Importance of communication › Range of communication methods (verbal, written, non-verbal, digital) › How quality of communication affects learner engagement and trust › Adapting communication to meet individual needs and preferences › Particular importance of active listening and empathic responding › Recording of communication strategies used Attainment Indicator: <i>Learner analyses the importance of communication in personal tutoring, including methods used, quality of communication and its impact on engagement and trust.</i>
LO2 Understand factors that affect learners' attitudes and engagement to learning	AC2.1 Analyse 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 AC2.2 Explain why it is important that learners take responsibility for their own learning AC2.3 Explain why it is important that personal tutoring programmes support the development of learning and transferable skills AC2.4	Background factors affecting learning › Influence of socio-economic background on confidence, access and aspirations › How cultural background shapes expectations of teaching and authority › How prior work history and educational achievement shape self-perception › How factors converge to shape approach to new learning › Examples from own or observed practice Attainment Indicator: <i>Learner analyses how socio-economic, cultural and personal background, work history and educational achievement affect learners' needs, aspirations and approach to learning.</i> Learner responsibility for own learning › Concept of learner autonomy and its role in lifelong learning › Link between responsibility and deeper learning outcomes › Strategies that promote ownership (goal-setting, self-assessment, action planning) › Tutor's role in facilitating rather than directing › Examples of learner responsibility in practice Attainment Indicator: <i>Learner explains why learners taking responsibility for their own learning is important, with reference to learner autonomy and deeper learning.</i> Learning and transferable skills › Range of learning and transferable skills (study skills, time management, communication, reflection, digital) › How these skills support learners beyond the current qualification › How tutoring programmes embed these skills › Employability and life-wide benefits of transferable skills › Examples of skills development in own tutoring Attainment Indicator: <i>Learner explains why personal tutoring programmes should support the development of learning and transferable skills and how this is embedded.</i> Engagement strategies › Engagement strategies (relationship-building, relevance, choice, challenge, active learning)

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Analyse strategies to enable learners to engage with learning	› Motivational approaches (growth mindset, intrinsic motivation, effective praise) › Role of personalisation and adaptation in sustaining engagement › Which engagement strategies have been most effective in own practice › Recording of engagement strategies used Attainment Indicator: <i>Learner analyses strategies to enable learner engagement, including relationship-building, relevance, motivation and personalisation.</i>
	AC2.5 Explain factors that identify learners at risk of disengaging from learning	Identifying disengagement › Early warning signs (attendance patterns, late submission, non-completion, body language) › Personal and contextual risk factors (financial, caring, wellbeing, workplace change) › How centre tracking systems identify at-risk learners › Tutor's role in early identification and proportionate intervention › Recording of risk indicators and actions Attainment Indicator: <i>Learner explains the factors that identify learners at risk of disengaging, including early warning signs and contextual risk factors.</i>
LO3 Understand the support available to learners in personal tutoring	AC3.1 Describe the range of support available for learners within a specific context	Range of support available › Internal support services (learning support, wellbeing, financial advice, careers) › External services (specialist counselling, financial, legal, health) › Personal tutor's role as a signposting hub › Support landscape within learner's specific context › How support is communicated to learners Attainment Indicator: <i>Learner describes the range of support available for learners in a specific context, including internal centre services and external specialist services.</i>
	AC3.2 Explain legal and organisational requirements relating to: • data protection • copyright • privacy • confidentiality • safeguarding and disclosure	Legal and organisational requirements › Legislation (UK GDPR, DPA 2018, Copyright Designs and Patents Act, Children Act, KCSiE) › Centre policies on data protection, privacy, copyright, confidentiality, safeguarding › Limits of confidentiality and tutor's disclosure obligations › How requirements shape day-to-day tutoring practice › Records of compliance with policies Attainment Indicator: <i>Learner explains legal and organisational requirements relating to data protection, copyright, privacy, confidentiality, safeguarding and disclosure.</i>
	AC3.3 Explain how to work with others in a specific context to support learners	Working with others in context › Internal colleagues (subject tutors, safeguarding lead, learning support, IAG) › Effective communication and information-sharing practices › Convening multi-disciplinary support for complex needs › Tutor as coordinator rather than sole provider › Records of collaborative work

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
		Attainment Indicator: <i>Learner explains how to work with others in a specific context to support learners, including team-working, communication and multi-disciplinary support.</i>
	AC3.4 Explain how to work with external stakeholders and partners to support learners	Working with external stakeholders › External stakeholders (employers, parents/carers, funding bodies, specialists, AOs) › Protocols for engaging external stakeholders (consent, info sharing, communication) › Brokering relationships between learners and external partners › Ethical and practical considerations of external engagement › Records of external engagement Attainment Indicator: <i>Learner explains how to work with external stakeholders and partners to support learners, including consent, information sharing and communication boundaries.</i>
LO4 Understand individual learning plans in personal tutoring	AC4.1 Explain the purpose of an individual learning plan	Purpose of an individual learning plan › Definition of an ILP and its core components › Purposes (target-setting, tracking, personalisation, accountability) › How ILPs are used at different stages of the learner journey › ILP as a dynamic document co-owned by tutor and learner › Examples of ILPs in use Attainment Indicator: <i>Learner explains the purpose of an individual learning plan, including its components and how it is used at different stages of the learner journey.</i>
	AC4.2 Analyse approaches to support learners to create personal learning targets	Supporting learners to create targets › Target-setting frameworks (SMART, learning-outcome based, reflective) › Coaching and questioning approaches that empower learners › How targets align with qualification requirements and aspirations › Tutor's role in guiding rather than imposing targets › Recording of agreed targets Attainment Indicator: <i>Learner analyses approaches to support learners to create personal learning targets, with reference to SMART targets and coaching/questioning techniques.</i>
	AC4.3 Explain the importance of reviewing learner progress and targets	Reviewing progress and targets › Purposes of regular progress review (accountability, motivation, course-correction) › Review capturing both qualitative and quantitative progress › Review cycles (weekly, monthly, termly) appropriate to context › How honest review strengthens the tutor-learner relationship › Records of review outcomes Attainment Indicator: <i>Learner explains the importance of reviewing learner progress and targets, with reference to review cycles, accountability and motivation.</i>

Unit Assessment Strategy

This unit is assessed via Knowledge evidence only. Learners must complete a structured written assignment mapped to all learning outcomes and assessment criteria. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).

Assessment Method	Knowledge (written assignment Level 4 academic standard)
What the learner produces	A single structured written assignment covering all 17 ACs across 4 LOs at Level 4 academic standard.
Practice Requirement	No workplace practice required; familiarity with a personal-tutoring context helpful for examples.
Authenticity Controls	Plagiarism and AI-detection checks. Reference list required. Assessor authenticity declaration per AC.

Unit Aim

To enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements, and to evaluate own assessment practice.

References

AO Ref: QU001794 · Ofqual Ref: F/505/0125 · Level: 4 · GLH: 24 · DSH: 36 · TUT: 60 · Credits: 6

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Be able to use types and methods of assessment to meet the individual needs of learners	AC1.1 Explain the purposes of types of assessment used in education and training	Purposes of types of assessment › Formative, summative, initial, diagnostic and ipsative assessment defined › Criterion-referenced and norm-referenced approaches › How assessment sets short-term and long-term goals › Alignment with AO requirements and vocational standards › Examples in own teaching context Attainment Indicator: <i>Learner explains the purposes of assessment types used in education and training, including formative, summative, initial and diagnostic.</i>
	AC1.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners	Effectiveness of methods for individuals › Effectiveness of internally set and marked assessment › Standardisation of methods between learners and across the organisation › How methods can be adapted to reflect individual needs and level › Opportunities for resubmission and additional observations › Examples of method effectiveness in own practice Attainment Indicator: <i>Learner analyses the effectiveness of assessment methods in meeting the individual needs of learners, with applied examples.</i>
	AC1.3 Use types and methods of assessment to meet the individual needs of learners	Using assessment methods in practice › Apply initial, formative, summative and diagnostic types of assessment › Select from methods including assignments, case studies, tests, observation, witness testimony, discussion › Adaptation of method to learner need and context › Evidence of assessment activity through observation records › Recording of method selection rationale Attainment Indicator: <i>Learner uses a range of types and methods of assessment in observed delivery to meet the individual needs of learners.</i>
	AC1.4 Use peer- and self-assessment to promote learners' involvement and personal responsibility in the	Peer- and self-assessment in practice › Apply peer assessment through collaborative activities, marking and observation › Apply self-assessment through ILP/ILR, self-assessment reviews, tutorial action planning › How peer and self-assessment promote learner ownership and reflection › Involving learners in assessment supports recognising support needs

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	assessment for, and of, their learning AC1.5 Use questioning and feedback to contribute to the assessment process	› Recording of peer/self-assessment outcomes Attainment Indicator: <i>Learner uses peer- and self-assessment in observed practice to promote learner involvement and personal responsibility.</i> Questioning and feedback in assessment › Apply open/closed questioning, pause-pounce-bounce, targeted questioning › Checking understanding and underpinning knowledge within skills assessment › Clear, constructive and timely feedback (feedback sandwich, medal-and-mission) › Contribution of questioning and feedback to engagement and action planning › Recording of feedback and learner response Attainment Indicator: <i>Learner uses questioning and feedback during observed assessment activity to contribute to the assessment process and learner understanding.</i>
LO2 Be able to carry out and record assessment in accordance with internal and external processes and requirements	AC2.1 Identify the internal and external assessment requirements and related procedures of learning programmes	Internal and external assessment requirements › Internal requirements (centre policies, internal verification, moderation) › External requirements (AO standards, EQA activity, validated assessors) › How IQA and EQA work together to maintain standards › Assessor's responsibility to comply with employer and AO requirements › Records of compliance Attainment Indicator: <i>Learner identifies the internal and external assessment requirements and related procedures of learning programmes in their own context.</i>
	AC2.2 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current	Producing VARCS evidence › Apply VARCS principles to assessment planning and decision-making › How methods produce evidence linked to learning and standards › Use of sampling, tracking and logging pro forma › Observation records and learner evidence meeting AO criteria › Recording of VARCS application Attainment Indicator: <i>Learner uses assessment types and methods that enable learners to produce VARCS evidence (valid, reliable, sufficient, authentic and current).</i>
	AC2.3 Conduct assessments in line with internal and external requirements AC2.4	Conducting assessments › Correct interpretation of qualification requirements › Maintaining records of progress, decisions and evidence › Compliance with AO approval and procedures, fair assessment and appeals › Assessor role in recording evidence and sampling › Records of conducted assessment Attainment Indicator: <i>Learner conducts at least one full assessment activity in line with internal and external requirements, recorded through observation.</i> Recording assessment outcomes › Internal records (initial assessment, support, feedback, observation, discussion)

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Record the outcomes of assessments to meet internal and external requirements AC2.5 Communicate assessment information to other professionals with an interest in learner achievement	› External records (verification, QA, achievement data, funding/inspection needs) › Use of centre and AO pro forma › How accurate records support traceability and progression › Records maintained securely Attainment Indicator: <i>Learner records the outcomes of assessments to meet internal and external requirements, including initial assessment, support, feedback and decisions.</i> Communicating assessment information › How to share information on achievement, support needs and programme performance › Range of other professionals (colleagues, learning support, IQAs, employers, inspection, AOs) › Use of organisation dissemination procedures (intranet, team meetings, professional discussion) › Importance of timely, accurate and appropriate communication › Records of communication shared Attainment Indicator: <i>Learner communicates assessment information to other professionals with an interest in learner achievement, through appropriate centre channels.</i>
LO3 Be able to implement the minimum core when assessing learners	AC3.1 Analyse ways in which minimum core elements can be demonstrated in assessing learners AC3.2 Apply minimum core elements in assessing learners	Minimum core in assessing › Opportunities for naturally occurring evidence (LLN + ICT) › Integrated or holistic assessment approaches › How ICT generates assessment evidence (online assessment, e-portfolios) › How minimum core opportunities can be planned into activity › Examples of embedded minimum core Attainment Indicator: <i>Learner analyses ways in which minimum core elements (LLN + ICT) can be demonstrated when assessing learners, with applied examples.</i> Applying minimum core in assessing › Apply language through verbal assessment, presentations, discussion, written tasks › Apply literacy through reading, research, written assignments, projects, tests, reports › Apply numeracy through measurement, problem solving, processing and analysing data › Apply ICT through word processing, data interpretation, e-assessment, e-portfolio › Recording of minimum core in own practice Attainment Indicator: <i>Learner applies minimum core elements in own assessment practice, with evidence covering language, literacy, numeracy and ICT.</i>
LO4 Be able to evaluate own assessment practice	AC4.1 Review the effectiveness of own assessment practice, taking account of the views of learners and others	Reviewing own assessment practice › SWOT analysis or structured review of own practice › Team evaluation, assessment outcomes, student achievements, QA reviews › Feedback from learners, peers, mentors and observation › Evaluation of timings, participation and target achievement › Records of review and reflection Attainment Indicator: <i>Learner reviews the effectiveness of own assessment practice, taking account of learner and peer feedback and observation records.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC4.2 Identify areas for improvement in own assessment practice	Areas for improvement › Improvements in subject knowledge, assessment skills, schedules and resources › Use of internal verification and discussion with mentor › CPD through action planning, AO training and peer observation › How updating skills supports continuing improvement › Records of CPD undertaken Attainment Indicator: <i>Learner identifies specific areas for improvement in own assessment practice and produces an action plan linked to CPD.</i>

Unit Assessment Strategy	This unit is assessed via Knowledge, Application, Portfolio and Reflection. Learners must complete a written knowledge assignment, be observed assessing learners using valid and reliable assessment methods, compile portfolio evidence of assessment practice, and complete a reflective professional discussion. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge + Application + Portfolio + Reflection
What the learner produces	A planned and conducted assessment activity covering at least 2 learners, the full set of assessment records, and a reflective account on own assessment practice.
Observation	Minimum 1 observed assessment activity (workplace or simulated where the learner is the assessor).
Practice Requirement	Workplace assessment practice: assessing own E&T learners. Minimum 2 learners assessed.
Authenticity Controls	Assessment plans and records retained. Learner feedback signed. Observation report by qualified observer. Reflective account in learner own voice.

Unit Aim

To enable the learner to use inclusive teaching and learning approaches, in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice.

References

AO Ref: QU001792 · Ofqual Ref: M/505/0122 · Level: 4 · GLH: 24 · DSH: 36 · TUT: 60 · Credits: 6

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements	AC1.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners	Effectiveness of T&L approaches › Andragogical (learner-centred) and pedagogical (teacher-centred) approaches in own specialism › Effectiveness of approaches (discussion, research, project work, group work, lecture, demonstration) › How clear goals, varied learning styles support individual needs › Variety of resources and assessment informing approach selection › Recording of approach effectiveness Attainment Indicator: <i>Learner analyses the effectiveness of teaching and learning approaches used in own area of specialism in meeting individual needs.</i>
	AC1.2 Create an inclusive teaching and learning environment	Creating an inclusive environment › Structured learning environment linked to learner needs with clear shared goals › Appropriate content selection, time management and group management › Inclusive approaches addressing individual needs and support › Promoting positive attitudes for an inclusive environment › Examples from own observed delivery Attainment Indicator: <i>Learner creates an inclusive teaching and learning environment in observed delivery, with structure, goals and learner support.</i>
	AC1.3 Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements	Inclusive approach in delivery › Deliver teaching addressing curriculum needs and subject knowledge/skills › Planning and delivery meeting assessment needs and progression › Compliance with IQA and AO standards in delivery › Observation records evidencing inclusive practice › Reflection on inclusive delivery Attainment Indicator: <i>Learner demonstrates an inclusive approach to teaching and learning in accordance with internal and external requirements, recorded through observation.</i>
LO2 Be able to communicate with learners and other learning professionals to meet individual learner needs	AC2.1 Analyse benefits and limitations of communication methods and media used in own area of specialism	Communication methods and media › Methods (tutor talk, discussion, open/closed questioning, listening, non-verbal) › Media (written materials, images, PowerPoint, ICT, VLE, audio/visual aids) › Benefits of different media for engaging students and setting level › Limitations of specific methods and selection of media

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC2.2 Use communication methods and media to meet individual learner needs AC2.3 Communicate with other learning professionals to meet individual learner needs and encourage progression	› Recording of communication choices Attainment Indicator: <i>Learner analyses benefits and limitations of communication methods and media used in own area of specialism, with applied examples.</i> Using methods to meet needs › Apply varied tone, pace and timing in own delivery › Two-way communication, involving others, adapting language › Verbal, non-verbal, body language and mixed-medium approaches › How communication supports engagement and progression › Reflection on communication effectiveness Attainment Indicator: <i>Learner uses communication methods and media in observed delivery to meet individual learner needs.</i> Communicating with professionals › Negotiation with colleagues, specialist support and course teams › Contributing to programme review, QA and external standardisation › Engagement with employers, work placement providers, apprenticeship providers › How communication supports progression › Records of professional communication Attainment Indicator: <i>Learner communicates with other learning professionals to meet individual learner needs and encourage progression, with documented examples.</i>
LO3 Be able to use technologies in delivering inclusive teaching and learning	AC3.1 Analyse benefits and limitations of technologies used in own area of specialism AC3.2 Use technologies to enhance teaching and meet individual learner needs	Technology benefits and limitations › Benefits (individualised learning, online materials, paper reduction, differentiation) › Limitations (intranet availability, access, cost, time to keep up to date, H&S) › How technology promotes joined-up learning and student responsibility › Fit for purpose and need for appropriate skills › Recording of technology evaluation Attainment Indicator: <i>Learner analyses benefits and limitations of technologies used in own area of specialism, with reference to access, cost and currency.</i> Using technology in delivery › Apply interactive whiteboards, online materials, VLEs, mobile technology › Computer-aided learning, software, researching, e-learning to meet needs › Address minimum core requirements through technology › Extension activity materials online › Recording of technology use Attainment Indicator: <i>Learner uses technologies in observed delivery to enhance teaching and meet individual learner needs.</i>
LO4 Be able to implement the minimum core when	AC4.1 Analyse ways in which minimum core elements can be	Minimum core in delivery › Opportunities in teaching, literacy, language, numeracy and ICT › Group discussion, presentations, project work, research and data supporting minimum core › Reading, research, written assignments and reports developing literacy

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
delivering inclusive teaching and learning	demonstrated when delivering inclusive teaching and learning AC4.2 Apply minimum core elements in delivering inclusive teaching and learning	› Numeracy and ICT opportunities arising naturally in delivery › Examples of embedded minimum core Attainment Indicator: <i>Learner analyses ways in which minimum core elements (LLN + ICT) can be demonstrated when delivering inclusive teaching and learning.</i> Applying minimum core in delivery › Apply literacy through active board, research, handouts, instructions, written tasks › Apply language through fit-for-audience presentations, group work, discussion, questioning › Apply numeracy through measurement, calculation, use of data, analysis › Apply ICT through e-learning, e-assessment, presentation, research, blended learning › Recording of minimum core in own delivery Attainment Indicator: <i>Learner applies minimum core elements in own delivery, with evidence covering literacy, language, numeracy and ICT.</i>
LO5 Be able to evaluate own practice in delivering inclusive teaching and learning	AC5.1 Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others AC5.2 Identify areas for improvement in own practice in meeting the individual needs of learners	Reviewing own delivery › Evaluate own sessions measuring engagement and achievement of objectives › Formal and informal feedback from students, tutor/mentor observation › Observation reports and feedback from peers › Reflective journal of own practice and learner outcomes › Records of review Attainment Indicator: <i>Learner reviews the effectiveness of own practice in meeting the needs of individual learners, taking account of learner and peer feedback.</i> Areas for improvement in delivery › Improvements through learning styles research and special needs training › Updating subject knowledge, technical expertise and learning programmes › Individual action plan and tutorial record to track development › How ongoing research informs own practice › Records of CPD undertaken Attainment Indicator: <i>Learner identifies specific areas for improvement in own practice and produces an action plan linked to CPD.</i>

Unit Assessment Strategy	This unit is assessed via Knowledge, Application, Portfolio and Reflection. Learners must complete a written knowledge assignment, be observed delivering teaching sessions with real learners (contributing to the minimum 30 hours observed teaching practice), compile portfolio evidence of sustained teaching practice, and complete a reflective professional discussion. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge + Application + Portfolio + Reflection
What the learner produces	A written assignment covering the analyse-level ACs, a minimum of 3 observed teaching sessions totalling at least 3 hours, and a reflective account evaluating own delivery practice.

Observation

Minimum 3 observed teaching sessions totalling at least 3 hours across the qualification.

Practice Requirement

Minimum 30 hours teaching practice required (regulated). Workplace teaching role or substantial simulated teaching environment.

Authenticity Controls

Observation reports by qualified observers (L4 CET, L5 DET or equivalent). Reflective account in learner own voice. Lesson plans and resources retained in portfolio.

Unit Aim

To enable the learner to use resources in the delivery of inclusive teaching and learning and to be able to evaluate that use. It covers expectations in relation to the minimum core when using resources for inclusive teaching and learning.

References

AO Ref: QU001789 · Ofqual Ref: L/505/0127 · Level: 4 · GLH: 15 · DSH: 15 · TUT: 30 · Credits: 3

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Be able to use resources in the delivery of inclusive teaching and learning	AC1.1 Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners	Effectiveness of resources › Effectiveness in terms of immediate impact and reinforcing learning › How resources vary approaches to suit learning styles › Cost-effectiveness, currency, overuse and adaptability › How resources contribute to engagement, stimulation and independence › Recording of resource evaluation Attainment Indicator: <i>Learner analyses the effectiveness of resources used in own area of specialism in meeting individual learner needs, with applied examples.</i>
	AC1.2 Use resources to promote equality, value diversity and meet the individual needs of learners	Resources for equality and diversity › Match resources to learner needs, abilities and skills › Multi-sensory approaches and varied auditory/visual input › Adapt resources for ESOL learners and those with learning difficulties or disabilities › How resource choice promotes equality and diversity › Examples from own practice Attainment Indicator: <i>Learner uses resources in observed practice to promote equality, value diversity and meet individual needs.</i>
	AC1.3 Adapt resources to meet the individual needs of learners	Adapting resources › Adapting through background colour, font type/size, white space › SMOG readability checks and models to overcome language barriers › Electronic format and equipment for hands-on engagement › Impact of adaptation on learner access and achievement › Recording of adaptations made Attainment Indicator: <i>Learner adapts resources in observed practice to meet individual needs, with reference to format, language and accessibility.</i>
LO2 Be able to implement the minimum core when using resources for inclusive teaching and learning	AC2.1 Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning	Minimum core in resources › Factors affecting language use (multilingualism, ESOL, subject-specific) › Literacy (legibility, font choice, SMOG readability) › Numeracy opportunities in data collection › ICT teaching tools, computer-aided learning, blended approaches › Examples of embedded minimum core in resources

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
		Attainment Indicator: Learner analyses ways in which minimum core elements (LLN + ICT) can be demonstrated when using resources for inclusive teaching and learning.
	AC2.2 Apply minimum core elements when using resources for inclusive teaching and learning	Applying minimum core to resources › Apply language suited to audience for teaching, discussion, questioning › Apply literacy through reading, research tasks, note-taking, manuals › Apply numeracy through tables, charts, graphs, problem-solving spreadsheets › Apply ICT through word processing, digital imagery, research, e-assessment › Recording of minimum core in resource use Attainment Indicator: Learner applies minimum core elements when using resources in observed practice, with evidence across LLN and ICT.
LO3 Be able to evaluate own practice in using resources for inclusive teaching and learning	AC3.1 Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others AC3.2 Identify areas for improvement in own use of resources to meet the individual needs of learners	Reviewing own use of resources › Review effectiveness considering relevance, timing, pacing, confidence › Feedback from students, peers and observation › Evaluate whether resources met learning objectives and equality/diversity › Organisation, fit for purpose and risk assessment › Records of review and reflection Attainment Indicator: Learner reviews the effectiveness of own practice in using resources to meet individual needs, taking account of learner and peer feedback. Areas for improvement in resources › Improvements through familiarisation and working alongside experienced practitioners › Research alternative approaches, new technologies, updated resources › CPD through SWOT analysis, self-assessment and action planning › How improvement addresses equality and diversity › Records of CPD undertaken Attainment Indicator: Learner identifies areas for improvement in own use of resources and produces an action plan linked to CPD.

Unit Assessment Strategy	This unit is assessed via Knowledge, Application, Portfolio and Reflection. Learners must complete a written knowledge assignment, be observed using resources effectively within teaching delivery, compile portfolio evidence, and complete a reflective professional discussion. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge + Application + Portfolio + Reflection
What the learner produces	A compiled resource pack for own area of specialism, used within observed delivery, plus a reflective account on own resource use.
Observation	Observed use of resources within ETU08 delivery OR a standalone observation if ETU08 is not taken.
Practice Requirement	Resource development + use in real or simulated teaching practice (shared with ETU08).

Authenticity Controls

Resource pack retained in portfolio. Observation report by qualified observer. Reflective account in learner own voice.



Unit Aim

To enable the learner to agree individual learning goals with their learners, to plan inclusive teaching and learning approaches in accordance with internal and external requirements, and to evaluate own practice when planning to meet the individual needs of learners.

References

AO Ref: QU001785 · Ofqual Ref: A/505/1189 · Level: 4 · GLH: 15 · DSH: 15 · TUT: 30 · Credits: 3

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Be able to use initial and diagnostic assessment to agree individual learning goals with learners	AC1.1 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals	Role of initial and diagnostic assessment › Role in providing information on current knowledge, skills and achievement › How assessment identifies motivation, background and existing skills › How learning goals are agreed against programme requirements › How assessment outcomes inform long-term targets and ILPs › Examples of initial assessment in own practice Attainment Indicator: <i>Learner analyses the role and use of initial and diagnostic assessment in agreeing individual learning goals, with applied examples.</i>
	AC1.2 Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners AC1.3 Record learners' individual learning goals	Using methods to agree goals › Apply methods including negotiation, self-assessment, tutorial, discussion › Agree support needs and make referrals as appropriate › Use of Learning Needs Analysis (LNA) › How outcomes translate into negotiated, agreed goals › Records of agreed goals Attainment Indicator: <i>Learner uses methods of initial and diagnostic assessment in observed practice to negotiate and agree individual learning goals with learners.</i> Recording individual learning goals › Complete ILPs and action plans using paper-based or IT-based systems › Compliance with organisational procedures for recording and sharing › Promote learner ownership of recorded goals › How recording supports progress tracking and review › Examples of ILPs in own practice Attainment Indicator: <i>Learner records learners' individual learning goals through ILPs and action plans, compliant with centre procedures.</i>
LO2 Be able to plan inclusive teaching and learning in accordance with internal and external requirements	AC2.1 Devise a scheme of work in accordance with internal and external requirements	Devising a scheme of work › Interpret AO outcomes, professional/vocational standards › Sequence content at required level, addressing assessment methods and schedule › Address learner requirements including preferences and equality of access › Demonstrate alignment with organisational requirements (standardisation, IQA, inspection) › Records of scheme of work design

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
		Attainment Indicator: <i>Learner devises a scheme of work in accordance with internal and external requirements, with content sequencing, level and curriculum alignment.</i>
	AC2.2 Design teaching and learning plans that meet the aims and individual needs of all learners and curriculum requirements AC2.3 Explain how own planning meets the individual needs of learners AC2.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners AC2.5 Identify opportunities for learners to provide feedback to inform inclusive practice	Designing teaching and learning plans › Plans with clear aims, objectives, subject content, timing › Variety of learning and teaching activities and skills practice › Embed planned reflection and opportunities for feedback › Plans meet individual needs and curriculum requirements simultaneously › Records of plan iterations Attainment Indicator: <i>Learner designs teaching and learning plans that meet the aims and individual needs of all learners and curriculum requirements.</i> How planning meets individual needs › Recognition of differences using models such as Kolb and Bloom › Flexible approaches, resources-based learning, learner-centred strategies › Opportunities to check and correct learning embedded in planning › How planning supports independent learning › Recording of differentiation strategies Attainment Indicator: <i>Learner explains how own planning meets the individual needs of learners, with reference to recognised models (e.g. Kolb, Bloom).</i> Adapting teaching and learning plans › Adaptations including negotiation, alternative activities, extension activities › Individualised learning plans, blended learning and peer teaching › Group or collaborative activities and presentations for diverse needs › How adaptations support inclusive practice and achievement › Records of plan adaptations Attainment Indicator: <i>Learner explains ways in which teaching and learning plans can be adapted to meet individual needs, including extension and alternative activities.</i> Opportunities for learner feedback › Encourage informal in-session feedback and planned formal reviews › Use feedback pro forma and individual learner reviews › Learner representation and contributions to team meetings › How feedback shapes inclusive practice and planning › Records of feedback gathered Attainment Indicator: <i>Learner identifies opportunities for learners to provide feedback to inform inclusive practice, including formal and informal mechanisms.</i>
LO3	AC3.1 Analyse ways in which minimum core elements can	Minimum core in planning › Minimum core planning opportunities (group discussion, individual/group presentations) › Locating and processing information, note-taking, project work, research

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
Be able to implement the minimum core when planning inclusive teaching and learning	be demonstrated in planning inclusive teaching and learning	› Numeracy in data collection and analysis contributing to planning › How minimum core is naturally embedded in planning › Examples of minimum core in own planning Attainment Indicator: <i>Learner analyses ways in which minimum core elements (LLN + ICT) can be demonstrated in planning inclusive teaching and learning.</i>
	AC3.2 Apply minimum core elements in planning inclusive teaching and learning	Applying minimum core in planning › Apply teaching and assessment opportunities (group discussion, presentations, project work) › Plan literacy through reading, research, written assignments, tests, reports › Plan language through question/answer, pair/group work, discussion › Plan numeracy and ICT opportunities across the scheme of work › Records of minimum core in scheme Attainment Indicator: <i>Learner applies minimum core elements in planning, with evidence covering literacy, language, numeracy and ICT across the scheme of work.</i>
LO4 Be able to evaluate own practice when planning inclusive teaching and learning	AC4.1 Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others AC4.2 Identify areas for improvement in own planning to meet the individual needs of learners	Reviewing own planning practice › SWOT analysis or structured review of planning effectiveness › Self-evaluation and feedback from learners, tutors and mentors › Evaluate time management, meeting goals, content coverage and skills › Student satisfaction and achievement data in review › Records of review outcomes Attainment Indicator: <i>Learner reviews the effectiveness of own practice when planning to meet individual needs, taking account of learner and peer feedback.</i> Areas for improvement in planning › Improvements through mentoring, team working and internal verification › CPD through AO training and updating curriculum requirements › Action planning, working alongside experienced practitioners, work shadowing › How improvement addresses individual learner needs › Records of CPD undertaken Attainment Indicator: <i>Learner identifies specific areas for improvement in own planning and produces an action plan linked to CPD.</i>

Unit Assessment Strategy

This unit is assessed via Knowledge, Planning, Portfolio and Reflection. Learners must complete a written knowledge assignment, produce planning documentation including schemes of work, session plans and individual learning plans (ILPs), compile portfolio evidence, and complete a reflective professional discussion. All evidence must satisfy VARCS — Valid, Authentic, Reliable, Current and Sufficient.

Assessment Method

Knowledge + Planning + Portfolio + Reflection

What the learner produces

A scheme of work and session plans for own area of specialism, used within observed delivery, plus a reflective account on own planning practice.

Observation	Observed use of plans within ETU08 delivery OR a standalone observation if ETU08 is not taken.
Practice Requirement	Scheme of work and session plan development for own area of specialism + use in real or simulated teaching practice.
Authenticity Controls	Plans retained in portfolio. Initial / diagnostic assessment records. Observation report by qualified observer. Reflective account in learner own voice.

Unit Aim

To develop knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment. This is a knowledge-only unit and is a prerequisite for practical IQA work.

References

AO Ref: QU001802 · Ofqual Ref: T/601/5320 · Level: 4 · GLH: 45 · DSH: 15 · TUT: 60 · Credits: 6

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Understand the context and principles of internal quality assurance	AC1.1 Explain the functions of internal quality assurance in learning and development	Functions and value of IQA › How internal quality assurance maintains standards across assessment practice › How IQA supports assessors and improves learner experience › The distinction between IQA and delivery/assessment functions › The role of IQA in managing malpractice, safeguarding and compliance › Variation in IQA functions across centres and awarding organisations › How IQA contributes to continual improvement in a professional setting Attainment Indicator: <i>Learner explains at least four functions of internal quality assurance, illustrating each with an applied example and distinguishing IQA from assessment and teaching.</i>
	AC1.2 Explain the key concepts and principles of the internal quality assurance of assessment	IQA principles: VARCS › Definitions of validity, reliability, authenticity, sufficiency and currency › How sampling strategies are designed using IQA principles › How standardisation supports reliable assessment decisions › Examples of effective and ineffective application of IQA principles › Implications of poor application of IQA principles in practice Attainment Indicator: <i>Learner defines each core IQA principle (validity, reliability, authenticity, sufficiency, currency) and applies each to a scenario.</i>
	AC1.3 Explain the roles of practitioners involved in the internal and external quality assurance process	Roles and accountabilities in QA › Responsibilities of assessors, IQAs, Lead IQAs and EQAs › How internal and external roles work together to maintain standards › Professional behaviours required in each role › Variation across organisations and awarding bodies › Lines of accountability and reporting structures Attainment Indicator: <i>Learner differentiates the responsibilities of assessor, IQA, Lead IQA and EQA and explains the interdependencies between internal and external roles.</i>
	AC1.4 Explain the regulations and requirements for internal quality assurance in own area of practice	Regulatory context for IQA › Internal policies and external regulations that apply to IQA › How own centre ensures compliance with awarding organisation requirements › Professional responsibilities relating to data protection and confidentiality

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
		› Identification and mitigation of non-compliance risks › How malpractice and appeals are managed through IQA procedures Attainment Indicator: <i>Learner identifies the regulatory framework, awarding-organisation requirements and centre policies that apply to IQA in their own area of practice.</i>
LO2 Understand how to plan internal quality assurance of assessment	AC2.1 Evaluate the importance of planning and preparing internal quality assurance activities	The value of IQA planning › How planning contributes to validity, reliability and efficiency in IQA › Risks that arise from poor or inconsistent IQA planning › The role of IQA plans in managing assessor workload and learner progression › Alignment of IQA planning with centre policy and awarding requirements › Value of preparation for sampling consistency across qualifications Attainment Indicator: <i>Learner evaluates the importance of IQA planning using at least three distinct consequences of weak or absent planning, supported by examples.</i>
	AC2.2 Explain what an internal quality assurance plan should contain	Components of an IQA plan › Essential elements: assessors, units, methods, dates and rationale › How learner and assessor risk influences sampling type and frequency › Inclusion of direct and indirect monitoring methods › Embedding standardisation and feedback opportunities in planning › Applying proportionality across the IQA plan Attainment Indicator: <i>Learner explains the core components of an IQA plan and demonstrates how each contributes to a defensible, risk-based sampling rationale.</i>
	AC2.3 Summarise the preparations required for internal quality assurance, including: • information collection • communications • resources • administrative arrangements	IQA preparation requirements › Information gathered in advance (assessment plans, learner progress, prior IQA records) › Establishing communication with assessors and stakeholders › Physical and digital resources needed to support efficient IQA › Administrative arrangements (bookings, forms, consent, confidentiality) › How insufficient preparation can compromise validity and reliability Attainment Indicator: <i>Learner produces a summary of IQA preparation covering information, communication, resources and administration and how each supports a valid, reliable activity.</i>
LO3 Understand techniques and criteria for monitoring the quality of assessment internally	AC3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology	Sampling techniques and the role of technology › Purpose of sampling in internal quality assurance › Horizontal, vertical and diagonal sampling methods › Strengths and limitations of each sampling technique › Application to live, remote and hybrid assessment settings › Using digital platforms and e-portfolios to support sampling › Benefits and risks of technology-enabled monitoring of evidence Attainment Indicator: <i>Learner evaluates at least three distinct sampling techniques, including at least one technology-enabled approach, with a considered judgement about appropriate use.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC3.2 Explain the appropriate criteria to use for judging the quality of the assessment process	Quality criteria for IQA judgement › Key quality criteria: validity, fairness, consistency and accuracy › Application of criteria when reviewing assessor decisions › How professional standards guide assessor judgement › Use of criteria to give constructive and developmental feedback › Comparison of centre and awarding organisation criteria Attainment Indicator: <i>Learner explains the criteria used to judge assessment quality and how each is operationalised in an IQA review.</i>
LO4 Understand how to internally maintain and improve the quality of assessment	AC4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment	Developmental feedback and assessor support › Why ongoing feedback is essential for assessment standards › Verbal, written, formal and informal feedback strategies › Examples of feedback that improves assessor planning and judgement › Coaching, mentoring and CPD as assessor development tools › Addressing assessor bias, inconsistency and inaccuracy through IQA Attainment Indicator: <i>Learner summarises the range of feedback, support and advice assessors may need, distinguishing developmental from corrective feedback.</i>
	AC4.2 Explain standardisation requirements in relation to assessment	Standardisation of assessment › The purpose of standardisation in consistency and fairness › Contribution of standardisation to reliability and comparability › Standardisation activities: cross-marking, sampling reviews, case studies › The IQA's role in leading or facilitating standardisation › Embedding standardisation within organisational quality systems Attainment Indicator: <i>Learner explains the purpose, scope and frequency of standardisation and describes at least three standardisation activities used in IQA practice.</i>
	AC4.3 Explain relevant procedures regarding disputes about the quality of assessment	Managing disputes in assessment › Common causes of disputes (learner appeals, assessor disagreement, evidence sufficiency) › How disputes are raised, documented and escalated › Stages of the centre's appeals or complaints process › The IQA's role in investigating and resolving disputes fairly › How clear procedures support transparency and learner trust Attainment Indicator: <i>Learner explains the centre's dispute and appeals procedures, describing the IQA's role at each stage.</i>
LO5 Understand how to manage information relevant to the internal quality assurance of assessment	AC5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment	Information management and data protection in IQA › What constitutes personal and sensitive data in IQA › Types of information IQAs collect, use and store › How UK GDPR and Data Protection Act 2018 apply to IQA records › Best practice for secure data handling, access, storage and retention › Confidentiality responsibilities during sampling and feedback Attainment Indicator: <i>Learner evaluates the information management and data-protection requirements that apply to the IQA role, referencing UK GDPR, DPA 2018 and centre policy.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO6 Understand the legal and good practice requirements for the internal quality assurance of assessment	AC6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare	Legal framework for IQA › Legal frameworks and statutory responsibilities (HSE, Equality Act, GDPR) › How organisational policies address these requirements › Impact of legal non-compliance on learners, assessors and the organisation › The IQA's contribution to a safe and supportive assessment environment › Comparison of centre practices in managing safety and welfare in IQA Attainment Indicator: <i>Learner evaluates the main legal and policy requirements that bear on IQA, including health, safety and welfare, with reference to own practice.</i>
	AC6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment	Technology in IQA › Digital platforms used for IQA (e-portfolios, tracking systems, sampling tools) › How technology streamlines feedback, standardisation and documentation › Benefits of digital tools for monitoring and evidencing decisions › Comparison of traditional and digital IQA methods › Emerging technologies and the future of IQA practice Attainment Indicator: <i>Learner evaluates at least three ways technology contributes to IQA, considering accessibility, transparency, security and authenticity.</i>
	AC6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance	Reflective practice and CPD in IQA › Reflective practice in the context of IQA › How IQAs reflect on decisions, behaviours and feedback methods › CPD's contribution to professional judgement and industry relevance › Reflective models (e.g. Gibbs, Kolb) and their use by an IQA › How standardisation activities support team-wide reflection Attainment Indicator: <i>Learner explains the value of reflective practice and CPD in maintaining IQA currency, referencing at least one recognised reflective model.</i>
	AC6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment	Equality, diversity and inclusion in IQA › How equality, diversity and inclusion apply within IQA › Organisational responsibilities to prevent bias or discrimination › Inclusive IQA through adaptive sampling and communication › Language accessibility and bilingual approaches where relevant › Upholding fair and inclusive IQA practices across a diverse learner base Attainment Indicator: <i>Learner evaluates equality, diversity and (where applicable) bilingualism requirements that shape sampling, observation and feedback in IQA.</i>

Unit Assessment Strategy	This unit is assessed via Knowledge evidence only. Learners must complete a structured written assignment mapped to all learning outcomes and assessment criteria. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge (written assignment)

What the learner produces	A single structured written assignment covering all 17 ACs across 6 LOs. Knowledge-only unit underpinning practical IQA work.
Practice Requirement	No workplace practice required; previous assessing experience helpful for contextualising examples.
Authenticity Controls	Plagiarism and AI-detection checks. Reference list required. Assessor authenticity declaration per AC.



Unit Aim

To assess the learner's performance in assessing occupational competence in an individual's work environment. There must be evidence of planning, judging evidence, providing feedback and recording — drawn from assessment of at least two candidates.

References

AO Ref: QU001798 · Ofqual Ref: H/601/5314 · Level: 3 · GLH: 30 · DSH: 30 · TUT: 60 · Credits: 6

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Be able to plan the assessment of occupational competence	AC1.1 Plan assessment of occupational competence based on the following methods: • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning	Planning the assessment of occupational competence › Selection and rationale of methods: observation, examining products, questioning, discussion, witness testimony, learner statements, RPL › Coverage of all relevant assessment criteria across the unit › Appropriateness of each method to occupational context and learner › How the plan accommodates different evidence types holistically › Documentation of agreed plan with the learner Attainment Indicator: <i>Learner produces a structured assessment plan that identifies which of the required methods will be used, provides a rationale for each, and ensures full criteria coverage.</i>
	AC1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner	Communicating purpose and process › Explaining qualification requirements, criteria and evidence expectations › Establishing a supportive and transparent assessment relationship › Confirmation of understanding from the learner › Use of professional discussion to clarify expectations › Reducing learner anxiety through clear communication Attainment Indicator: <i>Learner communicates the purpose, requirements and processes of assessment to the learner clearly, confirmed in writing or by planned discussion.</i>
	AC1.3 Plan the assessment of occupational competence to address learner needs and current achievements	Planning to meet learner needs › Initial assessment and starting points informing the plan › Identifying gaps in evidence and planning activities to address them › Reasonable adjustments and prior learning incorporated into planning › Sequencing of evidence-gathering across the programme › Reviewing and updating the plan as learner progresses Attainment Indicator: <i>Learner plans assessment that responds to learner needs and current achievements, including reasonable adjustments and recognition of prior learning.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC1.4 Identify opportunities for holistic assessment	Holistic assessment opportunities › Mapping workplace activities to multiple Acs across units › Identifying and recording holistic opportunities in the plan › How holistic assessment reduces burden on the learner › Maintaining rigour and validity in holistic assessment › Sequencing activities to maximise holistic coverage Attainment Indicator: <i>Learner identifies and records opportunities for holistic assessment, mapping single workplace activities to multiple assessment criteria.</i>
LO2 Be able to make assessment decisions about occupational competence	AC2.1 Use valid, fair and reliable assessment methods including: • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning	Using valid, fair and reliable methods › Live use of all required methods: observation, products, questioning, discussion, witnesses, statements, RPL › Rationale for method selection in each instance › Ensuring methods are valid, fair and reliable for the context › Evidence across a minimum of two learners › Consistent application of methods over time Attainment Indicator: <i>Learner demonstrates the use of all required assessment methods across a minimum of two learners, ensuring valid, fair and reliable assessment.</i>
	AC2.2 Make assessment decisions of occupational competence against specified criteria	Making assessment decisions against criteria › Recording decisions referenced to specific Los and Acs › Applying VARCS principles objectively and without bias › Professional judgement evidenced in rationale for each decision › Reflective practice on decision-making › Authentication of decisions through documentation Attainment Indicator: <i>Learner records assessment decisions referenced to specific learning outcomes and assessment criteria, applying the VARCS principles objectively.</i>
	AC2.3 Follow standardisation procedures	Following standardisation procedures › Standardisation procedures relevant to own centre and qualification › Evidence of contributing to standardisation activity (cross-marking, team meetings) › How standardisation supports consistent decision-making › Records of standardisation outcomes › Acting on standardisation feedback Attainment Indicator: <i>Learner follows centre standardisation procedures and provides evidence of contributing to or participating in standardisation activity.</i>
	AC2.4	Feedback to learners › Clear, specific and developmental feedback linked to decisions

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression	› Identifying confirmed achievement and outstanding requirements › Quality and timing of feedback supporting learner motivation › Verbal and written feedback methods › How feedback prompts learner action and progression Attainment Indicator: <i>Learner provides clear, specific and developmental feedback that affirms achievement and identifies any further requirements or next steps.</i>
LO3 Be able to provide required information following the assessment of occupational competence	AC3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress	Maintaining assessment records › Accurate observation reports, feedback records and tracking sheets › Secure storage accessible for IQA, EQA and audit › Records capturing progress over time and across activities › Version control and document integrity › Centre or awarding-organisation templates used where required Attainment Indicator: <i>Learner maintains accurate, auditable records of assessment decisions, outcomes and learner progress, stored securely and accessible for IQA/EQA.</i>
	AC3.2 Make assessment information available to authorised colleagues	Sharing information with authorised colleagues › How records are shared with IQAs, line managers and authorised persons › Compliance with centre information-sharing policy › Access controls and record storage protocols › Importance of timely and accurate information sharing › Limits to information sharing where confidentiality applies Attainment Indicator: <i>Learner makes assessment information available to IQAs, line managers and other authorised colleagues in line with centre information-sharing policy.</i>
	AC3.3 Follow procedures to maintain the confidentiality of assessment information	Confidentiality of assessment information › Confidentiality requirements applicable to records in own context › Compliance with GDPR and DPA 2018 › Secure handling, transfer and disposal of confidential material › Professional responsibilities at all times › Recognising and responding to confidentiality breaches Attainment Indicator: <i>Learner follows confidentiality procedures consistent with GDPR and DPA 2018 when handling and storing assessment information.</i>
LO4 Be able to maintain legal and good practice requirements when assessing occupational competence	AC4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare	Following relevant policies and legislation › Policies and legislation applicable to assessment in own vocational area › Health, safety and welfare requirements during workplace assessment › How these requirements are met in observation and feedback › Reflective account of policy application › Records of risk assessment and compliance Attainment Indicator: <i>Learner follows relevant policies, procedures and legislation, including health, safety and welfare requirements, throughout the assessment process.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence	Equality, diversity and bilingualism › Equality and diversity principles applied in planning and delivery › Examples of adaptations to ensure inclusive practice › Bilingual approaches or accessible formats where relevant › Recognising and challenging bias › Records of inclusive practice in assessment Attainment Indicator: <i>Learner applies equality and diversity (and where appropriate bilingualism) requirements in both assessment planning and delivery.</i>
	AC4.3 Evaluate own work in carrying out assessments of occupational competence	Evaluating own work › Reflective account evaluating quality and effectiveness of own activity › Specific strengths and areas for improvement after each assessment › Reflection informing action planning and professional development › Use of feedback from learners, IQAs and peers in evaluation › Evidence of continuing improvement over time Attainment Indicator: <i>Learner produces a reflective evaluation of their own assessment practice that identifies specific strengths and areas for development.</i>
	AC4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence	Maintaining currency of own expertise › CPD activities maintaining occupational and assessment competence › Application of current sector knowledge to assessment decisions › How CPD supports credibility and quality › CPD plan linked to own role and learner outcomes › Records of CPD and reflective practice Attainment Indicator: <i>Learner maintains the currency of own expertise through documented CPD and applies current sector knowledge to assessment decisions.</i>

Unit Assessment Strategy	This unit is assessed via Planning, Application, Portfolio and Reflection. Learners must produce assessment planning documents, be observed conducting live assessment activity with a minimum of two different candidates in the work environment, compile a portfolio of assessment evidence, and complete a reflective professional discussion (60–90 minutes). All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Planning + Application + Portfolio + Reflection
What the learner produces	Assessment plans for at least 2 candidates, observed assessment of those candidates, portfolio of records / feedback / policies, and a reflective account on own practice.
Practice Requirement	Workplace practice: assessing occupational competence of at least 2 candidates in a workplace context relevant to learner own sector.
Authenticity Controls	Witness statements where appropriate. Observation reports. Candidate signed feedback. Reflective account in learner own voice.

Appendix 01 Version Control

This document is subject to version control. Transcend will request feedback from centres in advance of any change, inform centres in advance of re-publication, and track all changes here.

Version	Publication Date	Details
Version 01	01.07.2024	Initial publication. Filename: TL4C-ET-V01-2024-vsBTB
Version 02	20.05.2026	Migration of qualification to new combined QUS specification format. Inclusion of AO Devised Assessment Strategy with method categories (Knowledge, Planning, Application, Portfolio, Reflection), AO Devised Delivery Model mapped to TQT, and Quality Assurance Conditions with medium-risk baseline sampling. Refreshed unit attainment indicators aligned to ETF Professional Standards (2022) Review date updated to 20.05.2029 Filename_TL4CET-QUS-V2-2026_VS

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