

# Performance Learning (RQF) Regulated Qualification



## Specification and Teaching Guidance

Level 3 Award 610/0036/0

Level 3 Certificate 610/0037/1

Level 3 Diploma 610/0038/2

V1.0

## To all our Recognised Centres,

The success of an ABMA Education candidate is dependent on a number of factors. The dedication of the candidate to their studies, the devotion of the teaching staff to deliver the knowledge and skills effectively and the commitment of the Awarding Organisation to continually ensure that the skills obtained by the candidate throughout their studies are relevant, in demand and extremely valuable.

This syllabus has been created with the support of industry and education experts and, coupled with the teaching expertise of your staff, will ensure that ABMA Education candidates continue to demonstrate talent, capability and experience in their chosen industry.

The structure of this syllabus has been created specifically to ensure ease of delivery for lecturers, helping candidates progress their knowledge at each level while at the same time gaining exciting skills that far surpass not only the competition but also the expectations of well-established industry employers.

We wish your candidates good luck in their studies and look forward to hearing about the achievements of ABMA Education candidates in the near future.

Kind regards,

The ABMA Education Team

# Vocational Qualifications, our Strength, your Future

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## Glossary of Terms

Candidate	A person who is registered to take the qualification and to be assessed as part of this qualification
Institution	School/college/setting where learners are taught
Learner	Pupils/students whom the candidate teaches or assists

## Qualification Overview

### Qualification Details

Qualification Number	Qualification Title
610/0036/0	ABMA Education Level 3 Award in Performance Learning (RQF)
610/0037/1	ABMA Education Level 3 Certificate in Performance Learning (RQF)
610/0038/2	ABMA Education Level 3 Diploma in Performance Learning (RQF)

For more information, please refer to Ofqual's Register: <https://register.ofqual.gov.uk/>.

### Qualification Aim

The suite of ABMA Education Level 3 qualifications in Performance Learning (RQF) have been developed in conjunction with specialist practitioners and through consultation with a range of stakeholders who work within schools, colleges and other educational institutions/settings.

The Performance Learning qualifications enable candidates to develop the knowledge, understanding and skills required to support and develop learners' core academic and performance skills, help learners understand more about themselves and increase the quality of teaching and learning.

### Qualification Objectives

The suite of ABMA Education Level 3 qualifications in Performance Learning (RQF) have been developed to conform to the requirements of the RQF, to meet the requirements of the education sector and to respond to the needs of schools, colleges and other educational institutions/settings, their teaching/leading/mentoring staff and their learners.

The main objective of these qualifications is to support the role in the workplace: these qualifications assist in the professional development of qualified teachers, student teachers, pastoral leaders and/or mentors and enable candidates to enhance the learning and performance of their learners.

These qualifications:

1. Equip candidates with the necessary knowledge, understanding and skills to successfully implement the Performance Learning pedagogy within their educational institution/setting.

2. Develop the candidate's ability to diagnose learning barriers, organise and deliver high quality intervention and consistently support students throughout their learning journey.
3. Encourage a critical approach to knowledge acquisition and application.
4. Develop, in candidates, the confidence to challenge and improve their practice where the outcome is both positive and beneficial to both the educational institution/setting and their learners.
5. Meet the aspirations of candidates who wish to develop their knowledge of metacognition and self-regulation, how to strengthen mental health and wellbeing and other fundamental pillars of effective learning.
6. Promote an interactive teaching and learning environment which is challenging yet rewarding.
7. Present to candidates, how to implement successful intervention which has a high impact on learners' progress and achievement.

## **Qualification Purpose**

The purpose of the ABMA Education suite of Performance Learning qualifications is to provide candidates with the knowledge and skills to support and develop learners' core academic performance and learning skills, help learners understand more about themselves and increase the quality of teaching and learning.

As this qualification is largely taken by teachers, the stakeholders consulted welcomed the suggestion that the qualification have multiple exit points.

By structuring the qualification this way, delivery of the qualification can fit around the candidate's work commitments: candidates can complete the qualification in bite-sized chunks and are certificated for the learning that they have completed.

As this qualification is unitised, candidates are able to use the units as building blocks to "build up to" the diploma so that their learning is certificated throughout their learning journey.

### ***Why should the candidate do the Award?***

This qualification provides the candidate with the fundamental knowledge and understanding of the Performance Learning pedagogy and the Performance Learning Diagnostic Tool.

### ***Why should the candidate do the Certificate?***

This qualification builds on the candidate's knowledge and understanding of the Performance Learning pedagogy and teaches them how to apply this knowledge and understanding in practice to develop intervention strategies using the data provided by the Performance Learning Diagnostic Tool.

## ***Why should the candidate do the Diploma?***

Having completed the Award and Certificate, candidates are equipped with the underpinning knowledge and understanding of the Performance Learning pedagogy as well as the knowledge, understanding and skills required to use and apply the Performance Learning Diagnostic Tool to develop intervention strategies. This qualification builds on this learning so that candidates are able to implement the core Performance Learning Curriculum within their educational institutions/setting.

Upon completion of the diploma, candidates become fully qualified Performance Learning Teachers.

## **Relationship to Occupational and Educational Standards**

The units in the suite of ABMA Education Level 3 qualifications in Performance Learning (RQF) are mapped to the following National Occupational Standards:

1. Plan Learning (LSILD01)
2. Facilitate Effective Learning (LSILD02)
3. Assess Learning (LSILD03)
4. Design and Implement Provision (LSILD04)
5. Develop Own Skills and Practice (LSILD05)
6. Advise on Learning and Progression (LSILD07)
7. Create an Inclusive Learning Environment (LSILD08)
8. Promote Children's Early Learning in the School (SCDCCLD0316)
9. Identify Individuals' Learning and Development Needs (LSILADD02)
10. Plan and Prepare Learning and Development Programmes (LSILADD03)
11. Develop and Prepare Resources for Learning and Development (LSILADD05)
12. Engage and Support Learners in the Learning and Development Process (LSILADD08)
13. Reflect On, Develop and Maintain Own Skills and Practice in Learning and Development (LSILADD10)
14. Evaluate and Improve Learning and Development Provision (LSILADD13)

Please see [Appendix 2](#) for full mapping details.

## **Entry Requirements**

### ***ABMA Education Level 3 Award in Performance Learning (RQF)***

In order to enrol onto the ABMA Education Level 3 Award in Performance Learning (RQF), candidates should be either (1) qualified teachers or (2) student teachers who are currently undertaking their formal teacher training qualification or (3) pastoral leaders and mentors within an educational institution/setting.

### ***ABMA Education Level 3 Certificate in Performance Learning (RQF)***

Completion of the ABMA Education Level 3 Award in Performance Learning (RQF) qualification.

### ***ABMA Education Level 3 Diploma in Performance Learning (RQF)***

Completion of the ABMA Education Level 3 Certificate in Performance Learning (RQF) qualification.

## **Reasonable Adjustments and Special Considerations**

ABMA Education's policy on reasonable adjustment and special consideration aims to enhance access to qualifications for candidates with disabilities and other difficulties (in line with Equalities Law) without compromising the assessment of knowledge, understanding or skill.

For external assessments, centres should refer to the ABMA Education Reasonable Adjustment and Special Considerations Policy (available on the ABMA Education website) and contact us to implement adjustments/considerations.

For internal assessments, centres should apply their reasonable adjustment and special consideration process and record any adjustments/considerations on the candidate's assessment record. Adjustments and considerations must be made available to the ABMA Education External Quality Assurance Team when conducting assessment verification.

## **Progression**

The objective of the ABMA Education suite of Performance Learning qualifications is to support a role in the workplace.

Upon successful completion of the ABMA Education Level 3 Award in Performance Learning (RQF) qualification, candidates can progress onto the ABMA Education Level 3 Certificate in Performance Learning (RQF).

Upon successful completion of the ABMA Education Level 3 Certificate in Performance Learning (RQF) qualification, candidates can progress onto the ABMA Education Level 3 Diploma in Performance Learning (RQF).

Upon successful completion of the ABMA Education Level 3 Diploma in Performance Learning (RQF) qualification, candidates:

- Become fully qualified Performance Learning Teachers and can become Performance Learning trainers within their education institution/setting

- Will develop greater knowledge of how to use data effectively, how to develop metacognitive learners and how to implement high impactful intervention which may help with their career progression.
- Have the opportunity to implement a cohort wide or whole school strategy in order to prepare them for leadership roles.

## **Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit**

### **Guided Learning Hours (GLH)**

GLH is activity of a candidate in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Total Qualification Time (TQT)**

TQT is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a candidate to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

- a) the GLH which has been assigned to a qualification, and
- b) an estimate of the number of hours a candidate will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Credit**

The ABMA Education Performance Learning qualifications are credit based. Credits are calculated as one tenth of the TQT assigned to that qualification, rounded to the nearest whole number.

## **Exemptions, Equivalences and Recognition of Prior Learning (RPL)**

### ***Exemption***

An exemption is certificated learning from non-regulated provision.

ABMA Education will grant candidates unit exemptions if they have completed units from the non-regulated Performance Learning provision and transfer onto the regulated qualification so that there is no duplication of learning and/or assessment.

Please note that qualification certificates will not be awarded for qualifications made up entirely from exempted units. Qualification certificates will only be issued where elements of regulated learning and/or assessment have taken place.

### ***Equivalence***

An equivalence is certificated learning from other regulated provision.

ABMA Education has not identified any units from other regulated provision that can serve as equivalences for units within the suite of ABMA Education Level 3 qualifications in Performance Learning (RQF).

### ***Recognition of Prior Learning***

RPL is non-certificated learning, and it recognises that learning and/or attainment through amendment to the requirements which a candidate must have satisfied **before the candidate will be assessed or that qualification will be awarded.**

Candidates who wish to apply for RPL for any of the units within the suite of ABMA Education Level 3 qualifications in Performance Learning (RQF) will be exempt from training delivery but will be expected to complete the assessments associated with the unit(s) RPL has been applied for.

For more information, please refer to the ABMA Education Exemptions, Equivalences and Recognition of Prior Learning Policy (available on the ABMA Education website).

## Qualification Structures – Rules of Combination

### ABMA Education Level 3 Award in Performance Learning (RQF)

The ABMA Education Level 3 Award in Performance Learning (RQF) is a 9-credit qualification.

Candidates must achieve 9 credits by passing the mandatory unit.

Total Qualification Time:	90
Total Guided Learning Hours:	20
Total Credit Value:	9

#### **Mandatory Units**

<b>ABMA Education Unit Code</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
PLU01	Unit 1: Implementation of Performance Learning Diagnostic Tool and Interpretation of Data	3	9	20

### ABMA Education Level 3 Certificate in Performance Learning (RQF)

The ABMA Education Level 3 Certificate in Performance Learning (RQF) is a 15 credit qualification.

Candidates must achieve 15 credits by passing each of the mandatory units.

Total Qualification Time:	150
Total Guided Learning Hours:	32
Total Credit Value:	15

### **Mandatory Units**

<b>ABMA Education Unit Code</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
PLU01	Unit 1: Implementation of Performance Learning Diagnostic Tool and Interpretation of Data	3	9	20
PLU02	Unit 2: Reporting Data and Using it to Inform Intervention Which Leads to Improvement	3	6	12

### **ABMA Education Level 3 Diploma in Performance Learning (RQF)**

The ABMA Education Level 3 Diploma in Performance Learning (RQF) is a 60 credit qualification.

Candidates must achieve 60 credits by passing each of the mandatory units.

Total Qualification Time:	600
Total Guided Learning Hours:	92
Total Credit Value:	60

### **Mandatory Units**

<b>ABMA Education Unit Code</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
PLU01	Unit 1: Implementation of Performance Learning Diagnostic Tool and Interpretation of Data	3	9	20
PLU02	Unit 2: Reporting Data and Using it to Inform Intervention Which Leads to Improvement	3	6	12
PLU03	Unit 3: The Performance Learning Mental Health and Well-being Curriculum	3	14	20
PLU04	Unit 4: The Performance Learning Progress and Attainment Curriculum	3	14	20
PLU05	Unit 5: The Performance Learning Attitudes and Behaviour Towards Learning Curriculum	3	17	20

# Assessment and Grading

## Assessment

Candidates, before being assessed, must complete all learning as outlined in the associated unit specification(s).

Each of the Performance Learning (RQF) qualifications are linear qualifications. In order to achieve the qualification(s), candidates must (where applicable):

- Complete all online examinations, and
- Compile and submit portfolios of evidence

Online examinations and portfolios of evidence must be complete prior to making claims for certification.

All materials are available in English only.

### ***Portfolio of Evidence***

Performance Learning portfolios of evidence are internally set and marked by centres and externally verified by ABMA Education.

Portfolios of evidence are unit specific and assess the relevant Learning Outcomes for the unit.

Candidates must produce a portfolio of evidence of between 250-1000 words to evidence how they have implemented the diagnostic assessment and interventions effectively.

The portfolio of evidence must evidence that candidates are able to:

- Meet the relevant Learning Outcomes for the unit
- Apply their knowledge, skills and understanding from the applicable unit(s)
- Provide descriptions about how they organised the implementation of the diagnostic and intervention
- Effectively implement Performance Learning within an educational institution/setting (where applicable)

Centres must have effective Internal Quality Assurance processes<sup>1</sup> in place to ensure that they have assessment strategies that are fit for purpose which:

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<sup>1</sup> The ABMA Education IQA Guidance is available on request.

- ensures that assessors are well trained and familiar with the content of the unit(s) that they are assessing
- sets out the assessment plan for the qualification(s)
- ensures that the assessment process is reliable, fair and consistent
- ensures that candidates' work is:
  - Current – i.e. reflects the most recent and up-to-date proof of knowledge, understanding and/or skill
  - Valid – i.e. assesses the required Learning Outcomes
  - Authentic – i.e. is the result of the candidate's own performance or activity
  - Sufficient – i.e. enables the assessor to make consistent and reliable judgements
  - Adequate – i.e. the candidate's work meets the level of demand/is appropriate to the level of the qualification
- identifies the centre's standardisation and internal verification process
- ensures that internal verifiers do not internally verify work that they themselves have assessed (i.e. internal verification work is carried out by a different assessor)
- sets out how feedback regarding assessment decisions is given to candidates
- allows sufficient time to put in place any remedial action before claims for certification are made
- states how and when claims for certification can be made

Centres must ensure that candidates:

- are fully informed regarding the assessment requirement(s) of the unit(s)
- are able to meet the Learning Outcomes and associated Criteria of the unit
- are given sufficient opportunity to meet the Learning Outcomes and associated Criteria at the correct level<sup>2</sup>
- are able, where specified, to demonstrate achievement of the Learning Outcomes through actual practice which is observed by an assessor
- are issued ABMA Education's Plagiarism and Cheating Policy and Malpractice and Maladministration Policy.

### **Online Examination**

Performance Learning online examinations are externally set and marked. Each exam is approximately 30 minutes long and are available to candidates on demand.

The online examinations are unit specific and assess the relevant Learning Outcomes for the unit.

Candidates answer 30 multiple-choice questions which are given one (1) mark per question and have to select responses from a possible four (4) or five (5) options available to

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<sup>2</sup> Please refer to the Level Descriptors published by Ofqual in the *Ofqual Handbook: General Conditions of Recognition* available at: <https://www.gov.uk/guidance/ofqual-handbook>

demonstrate their understanding of the data generated by the Performance Learning assessments.

## Grading

The ABMA Education Level 3 Award, Certificate and Diploma are graded Pass or Fail.

## Units

### *Portfolio of Evidence*

Candidates' portfolios of evidence are assessed against Knowledge, Standard and Implementation criteria.

	Mark	Criteria
<b>Knowledge</b>	Pass	<b>Good</b> knowledge of the learning outcomes.  The candidate's knowledge of the learning outcomes being assessed is accurate and generally well detailed. Evaluation, in some instances can be developed further but overall, largely effective and supported by the underpinning theory.
	Fail	<b>Limited</b> knowledge of the learning outcomes.  The candidate demonstrates limited knowledge of the learning outcomes being assessed. Focus is mainly on description. Some evaluation is present, but it is of limited effectiveness.
	0	Nothing worthy of credit.

	Mark	Criteria
<b>Standard</b>	Pass	Work is presented clearly and to a <b>good</b> standard.  The candidate's work is clear and coherent. Some minor instances wherein detail and/or development of argument may be lacking. But overall, the work is focussed and provides objectivity and insight.
	Fail	Work is presented to a <b>poor</b> standard.  The candidate's work lacks clarity. Organisation and focus is limited.
	0	Nothing worthy of credit.

	Mark	Criteria
<b>Implementation</b>	Pass	<b>Good</b> implementation.  The candidate's work demonstrates that they are able to apply their knowledge and understanding in context/practice well. They are able to use and apply specialist Performance Learning language/terminology/theory effectively and their deployment of the Performance Learning pedagogy is done well with very minor/few errors.
	Fail	<b>Poor</b> implementation.  The candidate's work demonstrates poor application of knowledge and understanding in context/practice. Limited use/application of specialist language/terminology. There are errors in the deployment of the Performance Learning pedagogy in that implementation could not effectively support the candidate's learners.
	0	Nothing worthy of credit.

Grading:

To achieve a pass, the candidate must meet the pass criteria in in all three categories.

#### *Online Examination*

Candidates have to answer a total of 30 questions in an online examination. Each question is worth one (1) mark. Candidates can achieve a maximum of 30 marks in one examination.

Grading:

To achieve a pass, candidates must achieve a minimum of 18 marks out of a possible 30 (60%).

#### *Calculation of Overall Unit Grade*

Candidates must pass **all** components of assessment to pass the unit. If a candidate fails an assessment component, they do not pass the unit.

If the candidate passes all unit assessment components, they are issued a pass overall for the unit.

## Qualifications

For each qualification, all units are equally weighted:

### *ABMA Education Level 3 Award in Performance Learning (RQF)*

<b>ABMA Education Unit Code</b>	<b>Unit Title</b>	<b>Weighting (%)</b>
PLU01	Unit 1: Implementation of Performance Learning Diagnostic Tool and Interpretation of Data	100%

### *ABMA Education Level 3 Certificate in Performance Learning (RQF)*

<b>ABMA Education Unit Code</b>	<b>Unit Title</b>	<b>Weighting (%)</b>
PLU01	Unit 1: Implementation of Performance Learning Diagnostic Tool and Interpretation of Data	50%
PLU02	Unit 2: Reporting Data and Using it to Inform Intervention Which Leads to Improvement	50%

### *ABMA Education Level 3 Diploma in Performance Learning (RQF)*

<b>ABMA Education Unit Code</b>	<b>Unit Title</b>	<b>Weighting (%)</b>
PLU01	Unit 1: Implementation of Performance Learning Diagnostic Tool and Interpretation of Data	20%
PLU02	Unit 2: Reporting Data and Using it to Inform Intervention Which Leads to Improvement	20%
PLU03	Unit 3: The Performance Learning Mental Health and Well-being Curriculum	20%
PLU04	Unit 4: The Performance Learning Progress and Attainment Curriculum	20%
PLU05	Unit 5: The Performance Learning Attitudes and Behaviour Towards Learning Curriculum	20%

## Calculation of Overall Qualification Grade

Candidates must pass **all** units to achieve the qualification. If a candidate fails a unit, they do not achieve the qualification.

## **Retakes/Resits**

### ***Online Examination***

Candidates are able to retake/resit online examinations if they have failed. Once an online examination is passed, the candidate cannot resit the assessment.

## **Recording Assessments**

Centres must keep a record of all candidate achievements and submit to ABMA Education when claims for certification are made.

## Units Specifications

Below are the unit specifications for the following units:

<b>ABMA Education Unit Code</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
PLU01	Unit 1: Implementation of Performance Learning Diagnostic Tool and Interpretation of Data	3	9	20
PLU02	Unit 2: Reporting Data and Using it to Inform Intervention Which Leads to Improvement	3	6	12
PLU03	Unit 3: The Performance Learning Mental Health and Well-being Curriculum	3	14	20
PLU04	Unit 4: The Performance Learning Progress and Attainment Curriculum	3	14	20
PLU05	Unit 5: The Performance Learning Attitudes and Behaviour Towards Learning Curriculum	3	17	20

# Unit 1: Implementation of Performance Learning Diagnostic Tool and Interpretation of Data

## Unit Aim

In this unit, candidates will be expected to demonstrate their ability to implement the Performance Learning Diagnostic Tool in the most efficient and effective way to maximise the data it provides. Candidates will be expected to demonstrate a sound knowledge of the key areas of data collected and be able to explain what each area helps candidates to understand. Candidates will also be able to interpret data, including Performance Learning scores, so they can use it to inform and design effective intervention.

## Learning Outcomes

After successfully completing this unit, the candidate will:

1. Be able to organise and execute effective implementation of the Performance Learning Diagnostic Tool
2. Understand the data generated from the Performance Learning Assessments
3. Use the data to positively enhance performance and metacognition

## Assessment

Learning Outcome	Assessment
L01	Portfolio of Evidence
L02	Performance Learning Online Examination
L03	Portfolio of Evidence

### ***Portfolio of Evidence – L01, L03***

- Word Count: 250-1000
- Candidates will provide written evidence to show that they have met the Learning Outcome(s).
- Evidence can come in a variety of forms e.g.:
  - a detailed written description of how each content component has been implemented and achieved
  - a written rationale behind each content component where necessary
  - an action plan
  - use of school data
- To achieve a pass, the candidate must meet the pass criteria for knowledge, standard and implementation

## **Online Examination – L02**

- Assessment time: 30 minutes
- Number of multiple-choice questions asked in online examination: 30 (1 mark each)
- Number of choices given per question: 4 or 5
- Candidates will answer a series of multiple-choice questions to show their understanding of the data generated by the Performance Learning assessments
- To achieve a pass, candidates must achieve a minimum of 18 marks out of a possible 30 (60%)

## **Teaching Guidance**

### **Delivery Guidance**

It is recommended that the teaching/learning approach for this unit is participative and interactive. While the teacher should provide an overview of the key elements of each part of the unit, the emphasis should be on encouraging candidates to do research and/or look at a range of school data and educational research in order to investigate, analyse, draw conclusions and share their findings with the rest of the group where possible.

The activities recommended may include:

- Presenting outline information to candidates regarding the subject content
- Guiding candidates in terms of how and where to research
- Providing examples of school case studies
- Organising presentations and/or group discussions

The material generated is based on reviewing the outcomes of research undertaken by the candidates. For best results, it is recommended that the teaching and learning activities are informed by the following:

- Independent research carried out using a variety of sources to enhance the learning opportunities for candidates
- Where possible, visits to, and studies of, actual schools or educational institutions in order to provide a variety of learning opportunities for candidates
- Scenarios and case studies based on real examples that are current and topical. These can be provided by either the learner or the teacher

## Unit 2: Reporting Data and Using it to Inform Intervention Which Leads to Improvement

### Unit Aim

In this unit, candidates will be expected to design an intervention strategy informed by data provided by the Performance Learning Diagnostic Tool. The intervention strategy should include details about how, when and where the intervention will take place as well as who will oversee it. Candidates will demonstrate a sound knowledge of the resources that will be used to improve learning skills and learning content. They will be able to describe how the impact of interventions will be measured and the evidence that will be used.

Candidates will need to demonstrate their awareness of the importance of involving key stakeholders and document the processes that they will use to communicate and engage with the different stakeholders. Candidates will demonstrate their ability to forward plan and adapt when faced with obstruction or resistance from stakeholders.

### Learning Outcomes

After successfully completing this unit, the candidate will:

1. Be able to design targeted intervention plans
2. Be able to effectively communicate the data and intervention plan to key stakeholders to ensure engagement

### Assessment

Learning Outcome	Assessment
L01	Portfolio of Evidence – Intervention Plan
L02	Portfolio of Evidence – Communication Plan

### ***Portfolio of Evidence – L01, L02***

- Word Count: 250-1000
- Candidates will provide written evidence to show that they have met the Learning Outcome(s).
- Evidence can come in a variety of forms e.g.:
  - a detailed written description of how each content component has been implemented and achieved
  - and intervention plan
  - a communication plan
  - a rationale

- To achieve a pass, the candidate must meet the pass criteria for knowledge, standard and implementation

## **Teaching Guidance**

### ***Delivery Guidance***

It is recommended that the teaching/learning approach for this unit is participative and interactive. While the teacher should provide an overview of the key elements of each part of the unit, the emphasis should be on encouraging candidates to do research and/or look at a range of school data and educational research in order to investigate, analyse, draw conclusions and share their findings with the rest of the group where possible.

The activities recommended may include:

- Presenting outline information to candidates regarding the subject content
- Guiding candidates in terms of how and where to research
- Providing examples of school case studies
- Organising presentations and/or group discussions

The material generated is based on reviewing the outcomes of research undertaken by the learners. For best results, it is recommended that the teaching and learning activities are informed by the following:

- Independent research carried out using a variety of sources to enhance the learning opportunities for candidates
- Where possible, visits to, and studies of, actual school implementation in order to provide a variety of learning opportunities for candidates
- Scenarios and case studies based on real examples that are current and topical.

## Unit 3: The Performance Learning Mental Health and Well-being Curriculum

### Unit Aim

In this unit, candidates will be expected to demonstrate their understanding of how a learner's physiology, psychology and emotions affect their learning. Candidates will demonstrate their knowledge and experience of a learner's perceptions and skills and how these influence a learner's academic mental health. Candidates will design targeted intervention plans to deliver Performance Learning's Mental Health and Well-being Curriculum. The intervention plans should detail strategies which ensure engagement from learners and how the candidate will overcome resistance they may come up against.

### Learning Outcomes

After successfully completing this unit, the candidate will:

1. Understand how a learner's physiology, psychology and emotions shape their learning
2. Be able to demonstrate how a learner's perception and skill-level influence their 'academic' mental health
3. Be able to design targeted intervention plans to deliver Performance Learning's Mental Health and Well-being Curriculum
4. Be able to engage a learner in the benefits of completing each of the lessons in Performance Learning's Mental Health and Well-being Curriculum
5. Be able to document a learner's progress through Performance Learning's Mental Health and Well-being Curriculum

### Assessment

Learning Outcome	Assessment
L01	Portfolio of Evidence
L02	Performance Learning Online Examination
L03	Portfolio of Evidence & Performance Learning Online Examination
L04	Portfolio of Evidence & Performance Learning Online Examination
L05	Portfolio of Evidence & Performance Learning Online Examination

### ***Portfolio of Evidence – L01, L03, L04, L05***

- Word Count: 250-1000
- Candidates will provide written evidence to show that they have met the learning outcome(s).
- Evidence can come in a variety of forms e.g.:
  - a detailed written description of how each content component has been implemented and achieved
  - and Intervention Plan
  - a communication plan
  - a rationale
- To achieve a pass, the candidate must meet the pass criteria for knowledge, standard and implementation

### ***Online Examination – L02, L03, L04, L05***

- Assessment time: 30 minutes
- Number of multiple-choice questions asked in online examination: 30 (1 mark each)
- Number of choices given per question: 4 or 5
- Candidates will answer a series of multiple-choice questions to show their understanding of the data generated by the Performance Learning assessments
- To achieve a pass, candidates must achieve a minimum of 18 marks out of a possible 30 (60%)

### **Teaching Guidance**

#### ***Delivery Guidance***

It is recommended that the teaching/learning approach for this unit is participative and interactive. While the teacher should provide an overview of the key elements of each part of the unit, the emphasis should be on encouraging candidates to do research and/or look at a range of school data and educational research locally, nationally and/or internationally in order to investigate, analyse, draw conclusions and share their findings with the rest of the group where possible.

The activities recommended may include:

- Presenting outline information to candidates regarding the subject content
- Guiding candidates in terms of how and where to research
- Providing examples of school case studies
- Organising presentations and/or group discussions

The material generated is based on reviewing the outcomes of research undertaken by the Candidates. For best results, it is recommended that the teaching and learning activities are informed by the following:

- Independent research carried out using a variety of sources to enhance the learning opportunities for candidates
- Where possible, visits to, and studies of, actual school implementation in order to provide a variety of learning opportunities for candidates
- Scenarios and case studies based on real examples that are current and topical. These can be provided by either the candidate or the teacher

## Unit 4: The Performance Learning Progress and Attainment Curriculum

### Unit Aim

In this unit, candidates will be expected to demonstrate their understanding of intellectual pre-requisites for sustaining and accelerating progress across one or more phases and within either an academic or vocational context. Candidates will need to demonstrate their knowledge of the seven Performance Learning steps of 'how to learn information' and provide case studies to show how progress is hindered when one or more of these elements is weak. Candidates will be expected to design targeted intervention plans to deliver Performance Learning's Progress and Attainment Curriculum effectively.

### Learning Outcomes

After successfully completing this unit, the candidate will:

1. Understand the intellectual pre-requisites to sustain and accelerate progress
2. Be able to demonstrate how the seven Performance Learning steps of 'how to learn information' can influence learning
3. Be able to design targeted intervention plans to deliver Performance Learning's Progress and Attainment Curriculum
4. Be able to engage a learner in the benefits of completing each of the lessons in Performance Learning's Progress and Attainment Curriculum
5. Be able to document a learner's progress through Performance Learning's Progress and Attainment Curriculum

### Assessment

<b>Learning Outcome</b>	<b>Assessment</b>
L01	Performance Learning Online Examination
L02	Performance Learning Online Examination
L03	Portfolio of Evidence & Performance Learning Online Examination
L04	Portfolio of Evidence & Performance Learning Online Examination
L05	Portfolio of Evidence & Performance Learning Online Examination

### ***Portfolio of Evidence – L03, L04, L05***

- Word Count: 250-1000
- Candidates will provide written evidence to show that they have met the learning outcome(s).
- Evidence can come in a variety of forms e.g.:
  - a detailed written description of how each content component has been implemented and achieved
  - and intervention plan
  - a communication plan
  - a rationale
- To achieve a pass, the candidate must meet the pass criteria for knowledge, standard and implementation

### ***Online Examination – L01, L02, L03, L04, L05***

- Assessment time: 30 minutes
- Number of multiple-choice questions asked in online examination: 30 (1 mark each)
- Number of choices given per question: 4 or 5
- Candidates will answer a series of multiple-choice questions to show their understanding of the data generated by the Performance Learning assessments
- To achieve a pass, candidates must achieve a minimum of 18 marks out of a possible 30 (60%)

### **Teaching Guidance**

#### ***Delivery Guidance***

It is recommended that the teaching/learning approach for this unit is participative and interactive. While the teacher should provide an overview of the key elements of each part of the unit, the emphasis should be on encouraging candidates to do research and/or look at a range of school data and educational research in order to investigate, analyse, draw conclusions and share their findings with the rest of the group where possible.

The activities recommended may include:

- Presenting outline information to candidates regarding the subject content
- Guiding candidates in terms of how and where to research
- Providing examples of school case studies
- Organising presentations and/or group discussions

The material generated is based on reviewing the outcomes of research undertaken by the candidates. For best results, it is recommended that the teaching and learning activities are informed by the following:

- Independent research carried out using a variety of sources to enhance the learning opportunities for candidates
- Where possible, visits to, and studies of, actual community development projects in order to provide a variety of learning opportunities for candidates
- Scenarios and case studies based on real examples that are current and topical. These can be provided by either the candidate or the teacher

## Unit 5: The Performance Learning Attitudes and Behaviour Towards Learning Curriculum

### Unit Aim

In this unit, candidates will be expected to demonstrate their understanding of how attitude and behaviour affect learning, and will be able to detail the physiological, psychological, behavioural and belief factors that influence a learner's ability to learn effectively. Candidates will demonstrate their knowledge of the forces that can transform learning and will be expected to demonstrate an understanding of how and when to use all four of Performance Learning's Delivery and Teaching Styles. Candidates will be able to design targeted intervention plans to deliver Performance Learning's Attitudes and Behaviour Towards Learning Curriculum effectively. Candidates will also be able to provide evidence to show how well learners have engaged with the curriculum, how effectively the benefits of Performance Learning were communicated and how they overcame resistance from learners. Candidates will ultimately need to evidence the progress and impact Performance Learning has had on their learners.

### Learning Outcomes

After successfully completing this unit, the candidate will:

1. Understand how attitude and behaviour affect learning
2. Understand how belief systems influence learning
3. Be able to lead, teach and inspire in the classroom
4. Be able to design targeted intervention plans to deliver Performance Learning's Attitudes and Behaviour Towards Learning Curriculum
5. Be able to engage a learner in the benefits of completing each of the lessons in Performance Learning's Attitudes and Behaviour Towards Learning Curriculum
6. Be able to document a learner's progress through Performance Learning's Attitudes and Behaviour Towards Learning Curriculum

### Assessment

Learning Outcome	Assessment
L01	Performance Learning Online Examination
L02	Performance Learning Online Examination
L03	Portfolio of Evidence & Performance Learning Online Examination
L04	Portfolio of Evidence & Performance Learning Online Examination

Learning Outcome	Assessment
L05	Portfolio of Evidence & Performance Learning Online Examination
L06	Portfolio of Evidence

### ***Portfolio of Evidence – L03, L04, L05, L06***

- Word Count: 250-1000
- Candidates will provide written evidence to show that they have met the learning outcome(s).
- Evidence can come in a variety of forms e.g.:
  - a detailed written description of how each content component has been implemented and achieved
  - and intervention plan
  - a communication plan
  - a rationale
- To achieve a pass, the candidate must meet the pass criteria for knowledge, standard and implementation

### ***Online Examination – L01, L02, L03, L04, L05***

- Assessment time: 30 minutes
- Number of multiple-choice questions asked in online examination: 30 (1 mark each)
- Number of choices given per question: 4 or 5
- Candidates will answer a series of multiple-choice questions to show their understanding of the data generated by the Performance Learning assessments
- To achieve a pass, candidates must achieve a minimum of 18 marks out of a possible 30 (60%)

## **Teaching Guidance**

### ***Delivery Guidance***

It is recommended that the teaching/learning approach for this unit is participative and interactive. While the teacher should provide an overview of the key elements of each part of the unit, the emphasis should be on encouraging candidates to do research and/or look at a range of school data and educational research in order to investigate, analyse, draw conclusions and share their findings with the rest of the group where possible.

The activities recommended may include:

- Presenting outline information to candidates regarding the subject content
- Guiding candidates in terms of how and where to research

- Providing examples of school case studies
- Organising presentations and/or group discussions

The material generated is based on reviewing the outcomes of research undertaken by the candidates. For best results, it is recommended that the teaching and learning activities are informed by the following:

- Independent research carried out using a variety of sources to enhance the learning opportunities for candidates
- Where possible, visits to, and studies of, actual schools or educational institutions in order to provide a variety of learning opportunities for candidates
- Scenarios and case studies based on real examples that are current and topical. These can be provided by either the candidate or the teacher

# Appendix 1: Sample Assessment Materials

## Unit 1: Implementation of Performance Learning Diagnostic Tool and Interpretation of Data

### Portfolio of Evidence

#### *Sample Assessment*

#### Assessment conditions

- Candidates must compile a portfolio of work of 250-1000 words
- The purpose of this assignment is to address and challenge by assessing the candidate's ability to apply skills, knowledge and understanding from the Learning Outcomes being assessed
- The assignment will be independently researched and completed by candidates and handed in to centres by the centre-set due date

#### Candidate requirements

- Candidates will carry out an individual assignment for this unit
- The assignment will be a portfolio of work of 250-1000 words
- Candidates are required to conduct their own research to help them complete the assignment
- Candidates are required to complete and submit their assignment based on any information and/or questions provided

#### Assessment grade

- To achieve a pass, the candidates must meet the pass criteria for knowledge, standard and implementation

#### Example assessment brief

<b>Unit Number</b>	1
<b>Unit Title</b>	Implementation of Performance Learning Diagnostic Tool and Interpretation of Data
<b>Learning Outcomes Being Assessed</b>	L01, L03

### Example assignment

- This assessment consists of an individual assignment that is designed to assess the Learning Outcomes identified above
- The assignment a portfolio of work of 250-1000 words
- This assignment is holistically marked according to the grading grid contained within this guidance

### Example candidate instructions

- This is an internal assignment
- For this assignment, you are going to compile a 250-1000 word portfolio of work
- Your portfolio of work will be based on the information and question(s) provided
- You will also carry out your own research to complete the assignment
- Your portfolio of work should be completed and handed in to your course tutor no later than the due date set by your centre

### Example task

Detail how you organised the assessments to be completed across your chosen year group(s) and outline how you convinced your colleagues and pupils to take part in the assessments.

### Mark Scheme

	Mark	Criteria
<b>Knowledge</b>	Pass	<b>Good</b> knowledge of the learning outcomes.  The candidate's knowledge of the learning outcomes being assessed is accurate and generally well detailed. Evaluation, in some instances can be developed further but overall, largely effective and supported by the underpinning theory.
	Fail	<b>Limited</b> knowledge of the learning outcomes.  The candidate demonstrates limited knowledge of the learning outcomes being assessed. Focus is mainly on description. Some evaluation is present, but it is of limited effectiveness.
	0	Nothing worthy of credit.

	Mark	Criteria
<b>Standard</b>	Pass	Work is presented clearly and to a <b>good</b> standard.  The candidate's work is clear and coherent. Some minor instances wherein detail and/or development of argument may be lacking. But overall, the work is focussed and provides objectivity and insight.
	Fail	Work is presented to a <b>poor</b> standard.  The candidate's work lacks clarity. Organisation and focus is limited.
	0	Nothing worthy of credit.

	Mark	Criteria
<b>Implementation</b>	Pass	<b>Good</b> implementation.  The candidate's work demonstrates that they are able to apply their knowledge and understanding in context/practice well. They are able to use and apply specialist Performance Learning language/terminology/theory effectively and their deployment of the Performance Learning pedagogy is done well with very minor/few errors.
	Fail	<b>Poor</b> implementation.  The candidate's work demonstrates poor application of knowledge and understanding in context/practice. Limited use/application of specialist language/terminology. There are errors in the deployment of the Performance Learning pedagogy in that implementation could not effectively support the candidate's learners.
	0	Nothing worthy of credit.

## Online Examination

### *Sample Assessment*

#### Assessment conditions

- Online Examinations must be sat in accordance with the ABMA Education Invigilation and Examination Rules
- Assessment time: 30 minutes

## Candidate requirements

- Candidates will answer a series of multiple-choice questions to show their understanding of the data generated by the Performance Learning assessments
- Candidates will need to answer a total of 30 questions
- Candidates must select one answer from a possible 4 or 5 options

## Assessment grade

- To achieve a pass, candidates must achieve a minimum of 18 marks out of a possible 30 (60%)

## Multiple Choice Questions<sup>3</sup>

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Choose the correct answer to the question from the following options:

1. Which score would indicate that a learner is high alert?

- A. 76-100
- B. 50-75
- C. 26-50
- D. 0-25

(1 mark)

2. Which of these alert levels does **not** categorise a potential challenge in a learners social, emotional and mental health?

- A. Low Alert
- B. No Alert
- C. Moderate Alert
- D. High Alert
- E. Extremely High Alert

(1 mark)

3. Identify the untrue statement from the list below.

- A. There are 11 Perception Indicators that influence culture and performance.

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<sup>3</sup> Candidates will be given a total of 30 questions to answer. The Performance Learning Online Examination that candidates will undertake for all applicable units follow the same format.

- B. The Performance Learning Score is used to influence meta-cognitive performance.
- C. There are 27 behavioural patterns.
- D. There are 7 pillars to self-regulation and metacognition.

(1 mark)

4. Which of these Perception indicators refers to a learners Intellectual Resilience?

- A. Perception Towards Learning
- B. Perception Towards Subject Demands
- C. Self Perception
- D. Perception Towards Teachers/Tutors
- E. A blend of all four contribute

(1 mark)

5. Which Performance Learning Teaching Style is best used when you want to inspire your learners?

- A. Blue
- B. Black
- C. Yellow
- D. Orange

(1 mark)

**Sample Mark Scheme**

Question	Accept	Mark
1.	C	1
2.	B	1
3.	A	1
4.	E	1
5.	C	1

## Appendix 2: Mapping to National Occupational Standards

The units in the ABMA Education Level 3 Performance Learning qualification suite are mapped to the following National Occupational Standards:

1. Plan Learning (LSILD01)
2. Facilitate Effective Learning (LSILD02)
3. Assess Learning (LSILD03)
4. Design and Implement Provision (LSILD04)
5. Develop Own Skills and Practice (LSILD05)
6. Advise on Learning and Progression (LSILD07)
7. Create an Inclusive Learning Environment (LSILD08)
8. Promote Children's Early Learning in the School (SCDCCLD0316)
9. Identify Individuals' Learning and Development Needs (LSILADD02)
10. Plan and Prepare Learning and Development Programmes (LSILADD03)
11. Develop and Prepare Resources for Learning and Development (LSILADD05)
12. Engage and Support Learners in the Learning and Development Process (LSILADD08)
13. Reflect On, Develop and Maintain Own Skills and Practice in Learning and Development (LSILADD10)
14. Evaluate and Improve Learning and Development Provision (LSILADD13)

The following tables indicate the units which the standards have been mapped to.

### 1. Plan Learning (LSILD01)

Performance Criteria	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
P1 Plan coherent, effective learning programmes that meet requirements	x	x	x		
P2 Plan learning programmes and delivery sessions that meet the needs of the learner	x	x	x		

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P3 Identify, select and prepare appropriate resources and materials to enable learning to be effective		x	x		
P4 Plan how learning will be evaluated			x		
P5 Plan for future learning	x		x		

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K1 The regulations, requirements and learner needs that must be met in the context within which they operate	x	x	x		
K2 The national context for learning delivery that must be adhered to, including, where relevant, bilingualism		x	x		
K3 The process of learning		x	x		
K4 Ways that learning programmes and delivery sessions can be planned and adapted to promote equality and meet the diverse needs of all learners	x	x	x		
K5 The importance of the learner's starting point and previous learning experience in planning a learning programme	x	x	x		
K6 How to plan delivery to meet learning objectives	x	x	x		
K7 Ways to negotiate individual learning objectives with the learner		x	x		
K8 How technology-enhanced learning can support individual learner needs	x	x	x		
K9 The resources and existing materials available in the context within which they operate			x		
K10 How technology-enhanced learning can influence planning		x	x		
K11 How planning and resource needs can be affected by the learner's abilities and needs, including use of language		x	x		
K12 What needs to be considered when evaluating the effectiveness of learning		x	x		
K13 Why continuous evaluation of learning can help to shape learning programmes and practice and improve learning		x	x		
K14 How to use assessment to inform planning, practice and further learning	x	x	x		
K15 How evaluation of learning can be used to shape learning programmes and practice and improve learning	x	x	x		

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K16 How feedback from the learner can inform future planning of learning	x	x	x		

## 2. Facilitate Effective Learning (LSILD02)

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P1 Facilitate coherent, effective learning programmes that meet requirements		x	x		
P2 Create a productive learning environment where all learners feel safe, supported and confident		x	x		
P3 Use appropriate resources to promote and facilitate learning		x	x		
P4 Adapt delivery to meet individual and collective needs		x	x		
P5 Facilitate learning in ways that motivate the learner, encourage independent and collaborative learning and ensure learner progress		x	x		
P6 Evaluate learning to make sure it meets needs		x	x		

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K1 The regulations, requirements and learner needs that must be met in the context within which they operate, including, where necessary, those relating to children and young people		x	x		
K2 The national context for learning delivery that must be adhered to including, where relevant, bilingualism		x	x		
K3 How to encourage appropriate behaviour and mutual respect from learners	x		x		
K4 How to signpost learners to resources and services that support learning			x		
K5 How to work with others in a productive learning environment appropriate to the setting within which learning takes place			x		
K6 The different contexts and environments in which learning can occur, including in an informal setting	x		x		
K7 How to ensure that every learner, regardless of ability and learning setting, enjoys learning			x		
K8 How to select, develop, deliver and evaluate resources to ensure they are inclusive			x		

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K9 How different learning resources, including technology-enhanced, can support independent learning			x		
K10 How to work with partners to facilitate effective collaborative learning, appropriate to the setting in which learning takes place	x	x			
K11 Principles of learning, including where appropriate, bilingual learning			x		
K12 Ways to facilitate learning to meet individual needs and develop a competent learner			x		
K13 How to recognise the starting point of each learner and develop a range of methods and practice that meets individual learner characteristics	x		x		
K14 How to select delivery methods appropriate to learning objectives			x		
K15 Who to get help from to identify, address and support literacy, language, numeracy and other development needs of the learner			x		
K16 How delivery and resource needs can be affected by the learner's specific abilities and needs including use of language and additional learning support requirements			x		
K17 Different ways to ensure active engagement of the learner			x		
K18 How to communicate clearly and effectively		x			
K19 Techniques that can be used to gauge the understanding of and response to each learner			x		
K20 How to challenge the most able learner			x		
K21 Ways to create a sense of independence and self-esteem in those with learning difficulties and/or disabilities			x		
K22 How the subject matter relates to a wider context			x		
K23 How to encourage continuous learner feedback and use it to improve learning	x		x		
K24 Ways to measure learner progress	x		x		
K25 The processes, purposes and limitations of evaluation in practice	x		x		
K26 How to take action if planned learning is not meeting requirements			x		

### 3. Assess Learning (LSILD03)

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P1 Ensure the learner understands the requirements, processes and purpose of assessment	x				
P2 Use valid and reliable assessment strategies and methods that meet the needs of the learner	x				
P3 Accurately and impartially measure and record progress and attainment	x				
P4 Plan and carry out assessments that meet requirements	x				
P5 Give feedback to the learner in ways that promote and enhance learning, affirm achievement and inform future learning objectives	x				

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K1 The requirements, processes and purposes of assessment and how to communicate them effectively	x				
K2 The distinction between and importance of: assessment for learning, assessment that informs learning and assessment of learning	x				
K3 How to ensure that access to assessment is appropriate to the learner's needs	x				
K4 External and internal policies and procedures for assessment					
K5 The uses, benefits and drawbacks of different assessment including initial, formative, summative, peer and self-assessment	x				
K6 How to devise, select, use and appraise assessment tools, including those used for continuous assessment					
K7 How assessment can be modified to meet the individual needs of the learner	x				
K8 How technology can be used for assessment	x				
K9 Concepts of consistency and validity as applied to assessment	x				
K10 How to maintain equitable assessment while meeting the specific needs of each learner					
K11 How formal and informal assessment methods can be used to record progress and achievement of individual learners					

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K12 The range of skills needed to assess progress and achievement					
K13 The regulations, requirements and learner needs that must be met	x				
K14 The national context for assessment that must be adhered to, including, where relevant, bilingualism	x				
K15 The importance of assessment information, its format and adherence to rules, the timeliness of reporting and to whom to report it	x				
K16 The internal and external moderation process, as applicable					
K17 How assessment outcomes can be affected by the learner's specific abilities and needs, including use of language	x				
K18 How to evaluate the effectiveness of different forms of assessment	x				
K19 The role of feedback and questioning in assessment	x				
K20 How technology-enhanced methods can be used appropriately to provide feedback to the learner	x				
K21 How to involve the learner in feedback activities that encourages the learner to take responsibility for future learning	x				
K22 Ways to encourage the learner to take personal responsibility for assessment of own learning					
K23 How assessment outcomes can inform the evaluation of learning	x				
K24 How to ensure that assessment is used effectively in planning further learning	x				

#### 4. Design and Implement Provision (LSILD04)

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P1 Design provision to meet requirements	x				
P2 Effectively implement provision	x				
P3 Encourage others to input to improvements in provision					
P4 Monitor the effectiveness of provision					

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K1 The national government policy, regulations, awarding body parameters, funding requirements and resource constraints that will influence provision					
K2 The needs of the learner related to previous learning experiences and interests	x				
K3 How to design coherent provision, taking into account the needs of the learner and the learner's individual characteristics	x				
K4 People they may need to influence concerning provision and ways to negotiate with them	x				
K5 How to ensure that proposed provision will meet regulatory and quality requirements, as appropriate	x				
K6 How to work with other learning delivery partners that offer complementary provision and with who provision needs to be agreed, as appropriate	x				
K7 How appropriate methodologies and tools, including technology-enhanced, can be used to design provision that meets the needs of the learner	x				
K8 Ways to present the details about provision to others	x				
K9 What delivery options are and are not appropriate for the learner and how to communicate the options to others	x				
K10 The resources required to deliver the provision	x				
K11 Methods to assess whether the provision has met the needs of the learner					
K12 The development needs of those involved in implementation of provision	x				
K13 Ways to motivate and support those in the learning process to give feedback on provision	x				
K14 How to work with others involved in the learning process to improve provision	x	x	x	x	x
K15 Appropriate ways to seek meaningful feedback from those involved in and those who benefit from the learning process	x	x	x	x	x
K16 How to analyse feedback and make changes to provision	x				
K17 Trends and developments in the subject area that may influence the provision	x	x	x	x	x
K18 Developments in design and delivery of provision and ways to keep up to date with them	x	x	x	x	x

## 5. Develop Own Skills and Practice (LSILD05)

Performance Criteria	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
P1 Critically reflect on own values and commitment to improving learning					
P2 Effectively manage self, work relationships and work demands	x	x	x	x	x
P3 Keep up-to-date in the area for which they deliver learning	x				
P4 Continually reflect on their own practice, skills and knowledge against expected levels of performance					
P5 Identify and access the development they need to carry out their work more effectively	x				

Knowledge and Understanding	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
K1 The requirements, rights and responsibilities of their role	x				
K2 How their attitudes and practice influence their own learning		x			
K3 The influence of their own practice on individuals and their learning					
K4 How continuing professional development can affect their future practice					
K5 How to manage self in a variety of work contexts and settings		x	x	x	x
K6 How conflicting demands can affect personal, emotional and physical wellbeing	x				
K7 How to ensure their own health, safety and wellbeing		x	x	x	x
K8 How to build professional and inclusive working relationships	x				
K9 Ways to evaluate the effectiveness of their own role within their own work context					
K10 Developments in the subject or specialist area where they facilitate learning and how to keep their technical knowledge up-to-date					
K11 Ways in which their subject or specialist area relates to the wider policy and social, economic and environmental, including sustainable development, context					
K12 Ways to keep up to date with developments in learning delivery appropriate to their subject or specialist area					

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K13 Their own goals, and where relevant, team and organisational goals					
K14 Ways to continuously reflect on and evaluate their own efficiency and effectiveness					
K15 How to check that they facilitate learning effectively					
K16 How to obtain and respond to useful feedback from the learner and all involved in the learning process					
K17 The importance of contributing to collaborative reflection on delivering and assessing learning					
K18 Their role in observation, mentoring and coaching		x	x	x	x
K19 The breadth of their role including planning, facilitation and evaluation of learning	x				
K20 Their skills in language, literacy and numeracy and in the use of technology-enhanced learning	x				
K21 Sources and methods of relevant continuous and professional development to facilitate learning					
K22 Ways that research can help to inform practice					
K23 How sharing good practice with others can help to develop own practice					
K24 How labour market changes and the needs of employers will influence their learning delivery					
K25 How to negotiate access to continuing professional development					

## 6. Advise on Learning and Progression (LSILD07)

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P1 Encourage current and prospective learners to value the opportunities that learning can create		x			
P2 Advise the learner appropriately to meet individual needs and raise expectations		x			
P3 Recognise the boundaries of own role and refer the learner to sources of help and support	x				

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K1 How learning can empower the learner and transform lives	x				
K2 The national context for learning delivery that must be adhered to, including, where relevant, bilingualism					

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K3 How learning can benefit communities and contribute to responsible citizenship					
K4 The motivation, experience and aspirations of each learner and prospective learner	x				
K5 How to ascertain the individual learning needs of every current and prospective learner	x				
K6 How effective information, advice and guidance can promote access to learning	x				
K7 How to avoid stereotyping when advising current and prospective learners					
K8 Why information and advice must be objective and unbiased to inform and support learner choice					
K9 How to develop rapport with current and prospective learners that encourages them to participate in learning	x	x			
K10 How to reassure the learner and give each the confidence to progress to the next stage of their learning	x	x	x	x	x
K11 How to help the learner and those involved in the learning process to be aspirational when considering future progression opportunities	x	x	x	x	x
K12 Own boundaries, role and responsibilities with regards to advising on and supporting learner choice	x	x	x	x	x
K13 Other people's roles and responsibilities with regards to giving information, advice or guidance					
K14 The requirement for respect and trust when communicating with and about the learner	x	x	x	x	x
K15 Roles and boundaries related to appropriate levels of confidentiality, respect and trust when communicating to the learner and about the learner	x	x	x	x	x

## 7. Create an Inclusive Learning Environment (LSILD08)

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P1 Keep up-to-date with equality and diversity issues as they relate to their work					
P2 Promote positive attitudes to equality and diversity through their own practice					
P3 Use methods that anticipate and respond to the diverse needs and motivations of each learner					
P4 Challenge discrimination that affects the learner					

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K1 The national context for learning delivery that must be adhered to including, where relevant, bilingualism					
K2 Current legislation, codes of practice and requirements that require compliance	x				
K3 Appropriate terminology that must be used	x				
K4 How to work effectively with learners of different genders, ages, ethnic backgrounds, faith, sexual orientation or with learning difficulties and/or disabilities					
K5 Attitudes, values and beliefs and how they can influence the learner					
K6 How to exemplify good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners					
K7 How to encourage positive learning behaviour and mutual respect					
K8 How to role model positive attitudes to remove real and perceived barriers to learning					
K9 How to facilitate inclusive learning, including actively involving each learner in the learning process					
K10 How to use individualised learning to promote equality and diversity					
K11 How delivery and resource needs can be affected by the learner's needs and abilities, including use of language					
K12 How to recognise, celebrate and make effective use of different cultures and languages when planning, delivering and assessing learning					
K13 How to ensure that methods and materials used recognise diversity and promote equality					
K14 How learning materials, delivery and assessment methods can be adjusted to overcome real and perceived barriers to learning	x				
K15 How plans and procedures, in the context within which they are working, can be adapted to support the eradication of discrimination in learning	x				
K16 Ways to work with those involved in the learning process to actively challenge discriminatory behaviour	x				
K17 How plans and procedures, in the context within which they are working, actively support self and the learner in promoting equality and diversity					

## 8. Promote Children’s Early Learning in the School (SCDCCLD0316)

Performance Criteria	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Contribute to planning and preparing for children's learning</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>
P1 Support the teacher in the planning and preparation of lessons and learning opportunities					
P2 Work with others to select and prepare teaching resources to meet the diverse needs of children					
P3 Ensure you are committed to raising children’s achievements, based on a realistic appraisal of their capabilities and readiness to learn					
P4 Use plans, programmes and routines within the provision in terms of providing a balanced and relevant curriculum					
P5 Use plans, programmes and routines that make use of all available resources in and outside the provision	x				
P6 Plan and prepare for teaching individual children	x				
P7 Plan and prepare for teaching children in small and larger groups	x				
P8 Involve families in the planning and preparing of the curriculum		x			
<b>Implement teaching and learning activities to deliver the curriculum</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>
P9 Communicate effectively with children, and in ways that will enhance their learning					
P10 Listen carefully to children and respond in a constructive way					
P11 Use a pedagogical approach to promote learning					
P12 Use a pedagogical approach to accommodate children’s individual ways of learning					
P13 Use ICT to promote learning					
P14 Develop teaching and learning activities that are inclusive					
P15 Ensure every child receives an enjoyable, challenging, learning and developmental experience, that recognises the individual needs of children					
P16 Understand the different learning styles of children					
P17 Assess the involvement of children in activities across the curriculum areas and whether they are engaged in purposeful play and activity					

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P18 Use well-structured teaching and learning activities that interest and motivate children, to help advance their learning					
P19 Clearly and enthusiastically present the subject content using appropriate subject-specific vocabulary					
P20 Use an innovative and creative approach to help children in their learning					
P21 Support children's positive behaviour					
P22 Adapt your teaching methods and approaches in ways that allow children to be active participants in the learning process					
P23 Actively involve families in the teaching and learning process					
<b>Contribute to the monitoring and assessment of children's progress</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>
P26 Support the work of teachers in evaluating children's progress, through assessment activities					
P27 Monitor children's responses to learning, and their participation and progress					
P28 Provide feedback to teachers and constructive support to children as they learn					
P29 Report assessment information, according to the procedures of the setting					
P30 Record assessment information, according to the procedures of the setting					
P31 Use the monitoring and assessment of children's progress to inform your own learning needs and your effectiveness in supporting children					
P32 Evaluate teaching methods suitable for the content and objectives of the session					
P33 Select teaching methods suitable for the content and objectives of the session	x	x			
P34 Evaluate teaching methods suitable for the groups and individuals					
P35 Select teaching methods suitable for the groups and individuals					

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>Rights</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>
K1 Legal and work setting requirements on equality, diversity, discrimination and rights	x				
K2 Your role in promoting children and young people's rights, choices, wellbeing and active participation					

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K3 Your duty to report any acts or omissions that could infringe the rights of children and young people					
K4 How to deal with and challenge discrimination					
K5 The rights that key people, children and young people have to make complaints and be supported to do so					
<b>Your practice</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>
K6 Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard	x				
K7 How your own background, experiences and beliefs may have an impact on your practice	x				
K8 Your own roles, responsibilities and accountabilities with their limits and boundaries					
K9 The roles, responsibilities and accountabilities of others with whom you work					
K10 How to access and work to procedures and agreed ways of working					
K11 The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual	x				
K12 The prime importance of the interests and well-being of children and young people					
K13 Children and young people's cultural and language context	x				
K14 How to build trust and rapport in a relationship	x				
K15 How your power and influence as a worker can impact on relationships	x	x			
K16 How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences	x	x			
K17 How to work in partnership with children, young people, key people and others	x	x			
K18 How to manage ethical conflicts and dilemmas in your work					
K19 How to challenge poor practice					
K20 How and when to seek support in situations beyond your experience and expertise					
<b>Theory for practice</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>
K21 The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support	x				

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K22 Factors that promote positive health and wellbeing of children and young people	x				
K23 Theories underpinning our understanding of child development and learning, and factors that affect it					
K24 Theories about attachment and impact on children and young people					
<b>Communication</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>
K25 The importance of effective communication in the work setting	x	x			
K26 Factors that can have a positive or negative effect on communication and language skills and their development in children and young people	x	x			
K27 Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences	x	x			
<b>Personal and professional development</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>
K28 Principles of reflective practice and why it is important	x	x			
<b>Health and Safety</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>
K29 Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment	x	x			
K30 Practices for the prevention and control of infection	x	x			
<b>Safeguarding</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>
K31 The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices	x	x			
K32 Indicators of potential or actual harm or abuse	x	x			
K33 How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties	x	x			
K34 What to do if you have reported concerns but no action is taken to address them					
<b>Handling information</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>
K35 Legal requirements, policies and procedures for the security and confidentiality of information	x	x			
K36 Legal and work setting requirements for recording information and producing reports including the use of electronic communication	x	x			

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K37 Principles of confidentiality and when to pass on otherwise confidential information	x	x			
<b>Specific to this NOS</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>
K38 The transitions that children and young people may go through	x	x			
K39 How to support children's learning using a variety of approaches based on your knowledge of how children learn	x	x			
K40 The role of specialist curriculum knowledge and how you can use such knowledge for the benefit of children					
K41 The curriculum frameworks used within your home country					
K42 Differentiation of the curriculum, what this means and why it is necessary	x	x			
K43 What is meant by personalised learning and how this is planned for and implemented in teaching and learning.	x				
K44 How to plan and prepare a stimulating, interesting and purposeful learning environment for children					
K45 How to support equality of access to the curriculum for all children	x	x			
K46 Methods of supporting positive behaviour and their theoretical basis	x				
K47 Provision, regulation and codes of practice for disabled children and those with special educational needs and how these are implemented in your setting					
K48 Data protection and confidentiality and security of information relevant to your work	x	x			

## 9. Identify Individuals' Learning and Development Needs (LSILADD02)

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P1 Identify the learner's objectives, motivation to learn and any requirements relevant to the learning needs analysis	x	x			
P2 Review the learner's achievements, evaluating these against relevant objectives and requirements					
P3 Use safe, reliable and valid methods to assess the learner's capabilities and potential	x	x			

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P4 Analyse the learner's capabilities and potential in the context of their objectives and other requirements	x	x			
P5 Agree and prioritise the learner's learning needs	x	x			
P6 Support learners in identifying their own preferred ways of learning					
P7 Give the learner constructive and realistic feedback on their expectations and possible learning and development opportunities	x	x			
P8 Maintain agreements about confidentiality	x	x			

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K1 The principles that underpin learning needs analysis for individual learners	x	x			
K2 Why it is important to identify a learner's objectives and motivation to learn when analysing their learning needs	x	x			
K3 Other requirements from organisations or external agencies that may affect a learning needs analysis	x	x			
K4 Methods of reviewing a learner's formal and informal achievements					
K5 Methods of giving recognition for prior learning and achievement		x			
K6 Methods, which include the appropriate use of technology, to carry out an initial assessment of capability and potential	x	x			
K7 How to select initial assessment methods which are safe, reliable and valid for the learner and their objectives	x				
K8 How to assess and manage risk when carrying out initial assessments	x				
K9 Issues related to equality and diversity that may affect an individual learning needs analysis and how to address these	x	x			
K10 Who to make agreements with and the issues to consider when prioritising an individual's learning needs	x	x			
K11 The communication and personal skills that practitioners need when identifying individuals' learning needs	x	x			

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K12 Preferred ways of learning and how these may affect choices about possible learning and development opportunities	x				
K13 Different methods of supporting learners to identify their preferred ways of learning, and how to use this information to support their learning	x				
K14 Different methods of providing feedback to a learner on the outcomes of the learning needs analysis, and the advantages and disadvantages of these methods	x	x			
K15 Why confidentiality is important when identifying learning needs and what information to safeguard	x	x			

## 10. Plan and Prepare Learning and Development Programmes (LSILADD03)

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P1 Identify learning outcomes that meet agreed learning and development needs	x	x			
P2 Develop a coherent plan of learning and development opportunities appropriate to the learning outcomes and internal/external requirements	x	x			
P3 Identify realistic delivery and assessment methods appropriate to learning and development opportunities	x	x			
P4 Identify the resources needed to deliver the plan and ensure these are within allocated budgets	x	x			
P5 Ensure arrangements for the delivery of the plan are in place	x	x			
P6 Identify how the learning will be monitored and evaluated	x	x			
P7 Communicate the plan to learners and other people involved in the provision of learning and development	x	x			
P8 Ensure the plan conforms to relevant policies, procedures and legislation	x	x			

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K1 How information acquired from analysing learning and development needs contributes to planning, and the factors that need to be taken into account	x	x			
K2 How to identify a range of options for meeting learning outcomes and the strengths and weaknesses of different approaches, including the use of technology	x	x			
K3 How to develop a plan of learning and development opportunities that meets different learning needs, including those relating to equality and diversity	x	x			
K4 The types of internal and external requirements that may affect planning, including, where relevant, bilingualism	x	x			
K5 Factors that need to be managed when arranging and co-ordinating learning and development opportunities	x	x			
K6 How to carry out risk assessments, and the factors that need to be considered in the learning context	x	x			
K7 The importance of flexibility and contingency planning when developing programmes	x	x			
K8 The learning cycle and how this should inform the planning process	x	x			
K9 Why it is important for learner needs to be at the centre of programme plans	x	x			
K10 How to involve learners in the development of programme plans		x			
K11 The range of resources – including the use of technology – that may be needed to facilitate, monitor and evaluate learning and development and how to identify them		x			
K12 How planning and resource needs can be affected by the learners’ identified abilities and needs, including the use of language	x	x			
K13 The organisational, legal and professional requirements that should be followed when planning learning and development programmes	x	x			
K14 The arrangements required for the delivery of the plan including the systems, structures and relationships needed for effective implementation	x	x			
K15 The factors that need to be considered when monitoring the implementation of the plan and evaluating the effectiveness of learning	x	x			
K16 How continuous evaluation can help to shape the development and implementation of learning plans and improve learning		x			

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K17 The colleagues with whom plans should be shared	x	x			
K18 How to encourage the commitment and understanding which learners and colleagues need to be effective in the implementation of programmes	x	x			

## 11. Develop and Prepare Resources for Learning and Development (LSILADD05)

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P1 Agree the range and purpose of resources required		x			
P2 Identify the resource needs of the individuals or groups that the resources are being prepared for		x			
P3 Identify and develop resources which are appropriate to the target group and the purpose for which they are required		x			
P4 Ensure anyone else who is using the resources receive the necessary guidance		x			
P5 Ensure adaptations to existing resources are consistent with learning needs and professional practice		x			
P6 Ensure resources are consistent with legislative, safety, equality and diversity and professional guidelines		x			
P7 Make sure that resources are checked and tested to ensure they meet required standards and learner needs		x			

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K1 The different types of resources that can be used to support learning across the full range of the training cycle		x			
K2 The range of resources available to support different types of needs		x			
K3 The importance of distinguishing between different user needs and the factors which are important in selecting and developing resources to meet these needs		x			

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K4 The factors that need to be considered in the effective preparation and development of learning resources, including those for the learning environment, learning materials and equipment		x			
K5 How to identify costs and timescales for resource development		x			
K6 The factors which are important in selecting and developing resources to meet the needs of different learners, taking account of the need for equality and diversity		x			
K7 How to ensure that the language, style and format of the materials are appropriate to the needs of the learners.		x			
K8 How to develop simulated exercises that replicate real working challenges			x	x	x
K9 How to set-up and use equipment to support learning and development		x			
K10 The contribution and challenges that technology can make to the development and adaptation of different types of resources and the challenges posed by these		x			
K11 How to develop guidance for the use of resources and how to encourage consistent application		x			
K12 The types of adaptations that could be made to resources to make them more appropriate to learning needs and user requirements		x			
K13 The legislative, safety and professional guidelines relating to the development and adaptation of resources, including those relating to intellectual property, copyright and patents		x			
K14 The importance of checking and testing resources to make sure they are of the required standard and how to do this effectively		x			
K15 How to make adaptations to the learning environment to support the learning process		x			
K16 The preparation, support and qualifications that staff require to contribute effectively to learning and development activities within own area of responsibility		x			

## 12. Engage and Support Learners in the Learning and Development Process (LSILADD08)

Performance Criteria	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
P1 Establish and maintain a positive relationship with the learner which encourages and motivates learning		x			
P2 Provide the learner with information and advice relevant to their needs		x			
P3 Enable the learner to engage with, and contribute to, their own learning		x			
P4 Assist the learner to access the skills, knowledge and experience they need		x			
P5 Help the learner overcome any barriers that prevent them taking a full part in the learning process		x			
P6 Support the learner in taking responsibility for their own development		x			
P7 Monitor the learner's performance against expected standards and provide evidence of achievement to others as required		x			
P8 Provide constructive feedback to the learner		x			
P9 Review learner progress and help them adapt their plans as necessary		x			

Knowledge and Understanding	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
K1 The characteristics of a relationship that supports learner's progress and provides them with motivation to learn		x			
K2 The types of information and advice that learners may require and how to provide or access this		x			
K3 Different strategies to enable learners to engage with learning		x			
K4 Aspects of equality and diversity that need to be addressed when supporting learners		x			
K5 The range of techniques through which different types of learners can contribute to their own learning		x			
K6 The types of barriers to learning that different types of learner's experience and how to address these	x	x			
K7 How to help individuals with different types of learning needs access the skills, knowledge and experiences they need to progress		x			
K8 The boundaries of own role and when to refer the learner to other sources of help and support	x	x			

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K9 The range of resources, including support from others and technology based solutions, that are available to support learners	x	x			
K10 Why it is important that learners take responsibility for their own learning and different methods of helping them to do so		x			
K11 Methods that can be used to enable learners to provide honest and constructive feedback on their experiences and how to use this feedback when it has been collected		x			
K12 Methods that can be used to monitor learner's performance against required standards		x			
K13 Different methods of presenting evidence of learner achievement to others		x			
K14 Different methods of providing the learner with constructive feedback and how to use these methods effectively		x			
K15 The importance of reviewing learner progress and appropriate times to do so		x	x	x	x
K16 The factors which are important in helping learners to review their progress and, where necessary, adapt their plans for learning and progression		x	x	x	x

### 13. Reflect On, Develop and Maintain Own Skills and Practice in Learning and Development (LSILADD10)

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P1 Identify current performance requirements relevant to your practice	x				
P2 Identify trends and developments relevant to own skills, knowledge and practice					
P3 Identify and critically reflect on how own beliefs and attitudes influence own practice	x				
P4 Seek feedback, collect information and continually reflect on own performance	x				
P5 Assess the extent to which own practice is inclusive and promotes equality and diversity	x				
P6 Review and evaluate own skills, knowledge and practice against available information	x				
P7 Prioritise areas for development and plan how learning and development will be achieved	x				

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P8 Inform relevant individuals and use appropriate systems to report and address factors that impact negatively on own practice	x				
P9 Access development needed to carry out own work more effectively and continually use a range of resources to keep own knowledge, skills and practice up to date	x				
P10 Keep records of own actions, development plans and progress, and use them to support and inform ongoing reflective practice	x				
P11 Apply new knowledge and skills to consolidate learning, improve own practice, and review the effectiveness of newly acquired knowledge and skill	x				
P12 Share knowledge, skills and improvements to practice with colleagues where it is likely to be of benefit own	x	x			

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K1 The extent and limitations of the requirements and responsibilities associated with own role	x				
K2 The health and safety practice and personal and social skills relevant to own area of work and management of own workload	x				
K3 Team, organisational and own professional goals	x	x			
K4 How to explore current performance requirements relevant to own practice, including role descriptors, standards, benchmarks, codes of practice, and values and principles relevant to own practice	x				
K5 How to find out about and stay abreast of trends and developments relevant to own skills, knowledge and practice including those relating to technological developments	x				
K6 Effective methods for assessing own values, beliefs and attitudes relevant to own skills and practice					
K7 Why it is important to understand own values, beliefs and attitudes and how it can affect own work practice as well as own learning and development					
K8 Why it is important to seek feedback on own performance from all those involved in the learning process and ways that this can be done					
K9 The type of information that should be collected to inform a review of own skills, knowledge and practice	x				

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K10 Ways to continuously reflect on and evaluate own efficiency and effectiveness and why this is important	x	x			
K11 Methods that can be used to assess the extent to which own practice is inclusive and promotes equality and diversity	x	x			
K12 Methods that can be used to evaluate own skills knowledge and practice and the range of information that should be used to inform this process	x				
K13 The information that should be considered in the prioritisation of own learning and development needs	x				
K14 Sources and methods of relevant continuous and professional development to facilitate own learning	x	x			
K15 How research can help to update practice	x				
K16 Methods, systems and processes for sharing evaluation information and suggesting improvements		x			
K17 How to provide constructive criticism when suggesting improvements to colleagues		x			
K18 Why it is important to keep records of own actions, development plans and progress and how these can be used to inform ongoing reflective practice	x				
K19 Why it is important to evaluate the effectiveness of learning resources and learning provision used for own learning and development and who this information should be shared with		x			
K20 How sharing good practice with others can help to develop own practice	x				
K21 The importance of continuous professional development and collaborative reflection on learning development practice	x		x	x	x

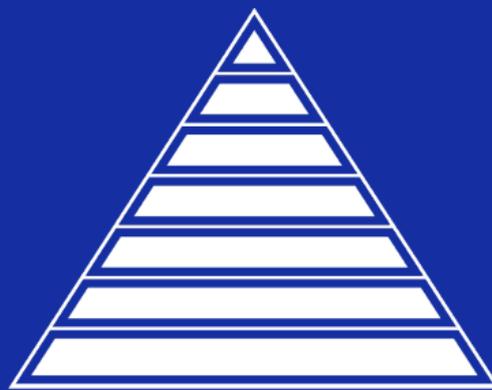
#### **14. Evaluate and Improve Learning and Development Provision (LSILADD13)**

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P1 Identify the purpose and scope of the evaluation	x				
P2 Identify quality requirements and appropriate measures of performance	x				
P3 Identify methods for monitoring, and collecting, managing and analysing data	x				

<b>Performance Criteria</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
P4 Collect and analyse data according to identified monitoring procedures	x				
P5 Identify strengths and areas for improvement					
P6 Evaluate own contribution to working within quality systems					
P7 Ensure that potential improvements are realistic and achievable					
P8 Work with others to plan and implement improvements to learning and development					
P9 Monitor and evaluate the impact of improvements					

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K1 The key concepts and principles of quality assurance and continuous improvement					
K2 The quality requirements appropriate to own work context and work role					
K3 How to research and keep up to date with quality requirements relevant to learning and development					
K4 Industry recognised standards relevant to learning and development and the processes and activities which deliver excellence in the work context being evaluated					
K5 How to identify performance indicators relevant to the area of learning and development being evaluated					
K6 How to set realistic targets, the contribution that targets can make to evaluation processes and the drawbacks associated with target driven work					
K7 The strengths and weaknesses of different monitoring and information collection methods and how to develop and administer these methods					
K8 The range, amount and frequency of data – including qualitative and quantitative – that needs to be collected and analysed to give valid information about quality					
K9 The contribution that technology can make to the monitoring and evaluation process					
K10 The principles of information management and how to establish systems for the monitoring and management of qualitative and quantitative data					
K11 Processes, procedures and methods involved in data analysis and interpretation					
K12 What to monitor for specific purposes and how to record and store it					

<b>Knowledge and Understanding</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
K13 How to contribute to self-assessment and evaluation processes					
K14 The role and functions of individuals and teams in improving quality and raising standards					
K15 The importance of involving the learner in quality improvement	x	x			
K16 How to encourage the learner to contribute to self-assessment processes	x	x			
K17 The impact of the wider learning environment on the learner experience	x	x			
K18 How to use feedback to develop own practice specific to the relevant quality systems					
K19 How to act on the outcomes of quality assurance, including self- assessment and evaluation					
K20 How to contribute to quality improvement plans					
K21 How to work with those involved in the learning process to influence and implement quality improvement					
K22 The confidentiality and data protection legislation relevant to the collection and storage of information in learning and development					



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