



## **TQUK Level 4 Diploma in Education Studies (RQF)**

Qualification Specification

Qualification Number: 603/4251/1



### **Introduction**

### **Welcome to TQUK.**

TQUK is an Awarding Organisation recognised by the Office of Qualifications and



Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### **Qualification Specifications**

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the qualification specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website

[www.tquk.org](http://www.tquk.org). Qualification specifications can also be found on our

website [www.tquk.org](http://www.tquk.org). If you have any further questions, please contact TQUK.

### **Use of TQUK Logo, Name and Qualifications**

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo.

Any representation of TQUK's logo must be done so as a representation of the true logo.

It  
is



the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed, TQUK should be notified. TQUK is required to monitor a centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a recognised TQUK centre, it must immediately discontinue the use of TQUK's logo, name and qualifications.

### **Introduction to the Qualification**

The TQUK Level 4 Diploma in Education Studies (RQF) is regulated by Ofqual. The qualification was developed in association with MKNCC.

### **Qualification Purpose**

The purpose of the qualification is to develop learners' knowledge and understanding of education and other topics relevant to educational contexts. Areas covered include:

- Historical and contemporary perspectives on education;
- Statutory guidance, legislation and policy for schools in the UK and internationally;
- Meeting diverse needs and protecting learners;
- Theories of learning and development and the impact on educational practices;
- Key

debates within contemporary approaches to education and its influence on education practice;

- Equality and social justice in education; supporting inclusive settings

## Entry Requirements

There are no specific entry requirements however learners should have:

- A minimum core of literacy, language, numeracy and ICT.
- Reading and communication skills should be adequate to meet the requirements of the training.
- Hold a relevant qualification at a level above that of their learners; ideally at least Level 3 in their area of specialism.

The qualification is suitable for learners of 18 years of age and above.



Successful learners can progress to other qualifications such as:

TQUK Level 5 Diploma in Education Studies (RQF)

## Structure

Learners must achieve 120 credits from four mandatory units.

| Title   | Unit ref.  | Level | Guided learning hours | Credit value |
|---|------------|-------|-----------------------|--------------|
| Historical and contemporary issues in education | J/617/5024 | 4     | 75                    | 30           |
| Multidisciplinary approaches to education       | L/617/5025 | 4     | 75                    | 30           |
| Theories of learning and development            | R/617/5026 | 4     | 75                    | 30           |
| Equality, diversity and inclusion in education  | Y/617/5027 | 4     | 75                    | 30           |

### Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 300 hours.

### Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 900 hours over the cycle of the programme.

### Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a

learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 1200 hours.

## Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'Understand') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, work books or other portfolio evidence,

Achievement of the qualification includes demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'Be able to'). Portfolio evidence must include observation of learner performance in real work situations. Details of specific requirements and where simulation is /is not permitted is included in the unit specifications.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

## Centre Recognition

To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a

recognised centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.



### **Support from TQUK**

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

### **Course Delivery**

#### **Pre-Course Information**

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

#### **Initial Assessment**

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK



## Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

## Assessor Requirements

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing



### Vocationally Related Achievement

- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

### Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All

staff members involved with the qualification (assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## External Quality Assurance

External Quality assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical visits and remote reviews.

## Useful Websites

Office of Qualifications and Examinations Regulation [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS)



|                        |   |
|------------------------|---|
| Title:                 | Historical and contemporary issues in education |
| Unit reference number: | J/617/5024                                      |
| Level:                 | 4   |
| Credit value:          | 30  |
| Guided learning hours: | 75  |
| Learning outcomes      | Assessment criteria                             |
| The learner will:      | The learner can:                                |

|   |  |     |   |
|---|--|-----|---|
| 1.  | Understand historical perspectives on education. | 1.1 | Outline key historic and cultural events within the evolution of education.   |
|   |  | 1.2 | Describe how statutory guidelines, policies and systems influence education.  |
|   |  | 1.3 | Analyse an independent and reflective perspective on the historical context of education.   |
|   |  | 1.4 | Analyse your own education and relate this to key events in the history of education.   |
| 2.  | Understand key debates in education.             | 2.1 | Outline some of the key debates in current education.   |
|   |  | 2.2 | Analyse how these key debates in contemporary education can influence impact education and teaching.                              |
|   |  | 2.3 | Analyse key developments, innovations and debates around technology-enhanced learning.  |
|   |  | 2.4 | Identify social, cultural, economic and political debates informing contemporary education using an ecological systems framework. |
| 3.  | Understand contemporary issues in education.     | 3.1 | Outline key issues in education.  |
|   |  | 3.2 | Analyse how these key issues in contemporary education can impact on classroom contexts.  |
| Assessment requirements:<br><br>1.3 This should include one independent reflection on the historical developments in educational policy, practice and delivery. |  |     |   |

|                        |   |
|------------------------|---|
| Title:                 | Multidisciplinary approaches to education |
| Unit reference number: | L/617/5025                                |
| Level:                 | 4   |
| Credit value:          | 30  |

|  |  |                     |  |
|--|--|---------------------|--|
| Guided learning hours:   |  | 75                  |  |
| Learning outcomes  |  | Assessment criteria |  |
| The learner will:  |  | The learner can:    |  |
| 1.   | Understand the influence of sociological and psychological perspectives on education.                                    | 1.1                 | Examine psychological and sociological factors that affect education and learning.   |
|  |  | 1.2                 | Analyse the benefits of adopting a multidisciplinary approach to education and learning.   |
| 2.   | Understand the influence of sociological and cultural perspectives on education policy.                                  | 2.1                 | Analyse a range of sociological and cultural factors that can influence education, including: <ul style="list-style-type: none"><li>• Race</li><li>• Gender</li><li>• Culture</li><li>• Wider societal factors</li></ul> |
|  |  | 2.2                 | Analyse sociocultural perspectives on curriculum, pedagogy and assessment to support equality.   |
| 3.   | Understand how multidisciplinary approaches can be used to address inequality and issues of social justice in education. | 3.1                 | Evaluate the nature of education inequalities.   |
|  |  | 3.2                 | Evaluate approaches to close the attainment gap.   |
|  |  | 3.3                 | Evaluate the approaches that enable practitioners to use their understanding of theory to support children's educational experience.   |
| Assessment requirements:   |  |                     |  |
| 1.2 A multidisciplinary approach should include several fields of study, including psychology, sociology and anthropology.                                   |  |                     |  |
| 2.1 This should include the physical, cultural, economic, political and regulatory factors which influence learning and education.                           |  |                     |  |
| 3.2 The attainment gap should include discussion around those from economically disadvantaged backgrounds and those assessed with special educational needs. |  |                     |  |

|                        |   |                                      |  |
|------------------------|---|--------------------------------------|--|
| Title:                 |   | Theories of learning and development |  |
| Unit reference number: |   | R/617/5026                           |  |
| Level:                 |   | 4                                    |  |
| Credit value:          |   | 30                                   |  |
| Guided learning hours: |   | 75                                   |  |
| Learning outcomes      |   | Assessment criteria                  |  |
| The learner will:      |   | The learner can:                     |  |
| 1.                     | Understand key theories of learning and development.                                  | 1.1                                  | Outline the role that theory has to play on understanding child development and describe some of the ways it impacts on childcare and educational practice.  |
|                        |   | 1.2                                  | Summarise the main theoretical approaches in child development, including: <ul style="list-style-type: none"> <li>• Behaviourism</li> <li>• Cognitive constructivism</li> <li>• Social constructivism</li> <li>• Neuroscience</li> </ul> |
|                        |   | 1.3                                  | Describe how child development theoretical approaches can be applied to the context of children's educational learning.  |
|                        |   | 1.4                                  | Evaluate key theories of learning and development.   |
|                        |   | 1.5                                  | Evaluate key theories of principles, values and practices.   |
| 2.                     | Understand how learning and development theories can be applied to improve provision. | 2.1                                  | Describe how practitioners can use knowledge of child development to enable more effective provision for all children relative to their individual needs and interests.  |
|                        |   | 2.2                                  | Evaluate the strength's and weakness associated with the various approaches to learning and development.   |
|                        |   | 2.3                                  | Analyse the application of theoretical approaches to teaching and learning and how they may impact upon varied learning groups of learners.  |

|  |  |  |   |
|--|--|--|---|
| Title:                                 |  | Equality, diversity and inclusion in education |   |
| Unit reference number:                 |  | Y/617/5027                                     |   |
| Level:                                 |  | 4  |   |
| Credit value:                          |  | 30   |   |
| Guided learning hours:                 |  | 75   |   |
| Learning outcomes<br>The learner will: |  | Assessment criteria<br>The learner can:        |   |
| 1.                                     | Understand diversity, equality and inclusion.  | 1.1  | Outline the difference between inclusion, exclusion, equality and diversity.  |
|  |  | 1.2  | Describe the values, principles and approaches behind educational inclusion and its application to the classroom.   |
|  |  | 1.3  | Identify how legislation and policies have changed and developed with regard to inclusive practice in education.  |
| 2.                                     | Understand safeguarding in education.  | 2.1  | Identify the importance of safeguarding legislation in education.   |
|  |  | 2.2  | Analyse the concepts, theories and policies that can support safeguarding.  |
|  |  | 2.3  | Identify different signs or symptoms, educators must be aware of, which may reveal potential safeguarding issues.   |
| 3.                                     | Understand the provision of equality, participation and inclusion within educational contexts. | 3.1  | Analyse a range of models of provision for children and young people focusing upon: <ul style="list-style-type: none"> <li>• Disability,</li> <li>• Disaffection and</li> <li>• Participation.</li> </ul> |



|                          |  |     |   |
|--------------------------|--|-----|---|
|                          |  | 3.2 | Describe the different approaches around special educational needs, equality and inclusion.       |
|                          |  | 3.3 | Explain how inclusive education can support the needs of all children within a classroom context. |
| Assessment requirements: |  |     |   |

### Centre Devised Assessment (CDA) guidance

This qualification is a level 4, knowledge based qualification. This means that learners will be expected to be able to operate in line with the following range of command verbs:

|          |          |
|----------|----------|
| Evaluate | Describe |
| Examine  | Analyse  |
| Identify | Explain  |
| Outline  |          |

When designing assessments for learners on these qualifications, assessors should consider the opportunity for depth and breadth of knowledge allowed by their assessment tasks. When reviewing centre devised assessments, TQUK will make a judgement on the sufficiency of these aspects.



TQUK does not require centres to devise an assessment task for every assessment criteria included within a unit. We recognise the need to balance breadth and depth with burden, and the avoidance of over-assessing. It is acceptable for one assessment item to cover content from two or more assessment criteria, across one or more units, providing mapping documentation is provided which allows the Quality Team to clearly see that all assessment criteria are covered at the point of sign off. Centres are welcome to select and use their own combinations of command verbs in order to assess learners.

We believe in offering this greater degree of flexibility to our centres, which are free to tailor assessments as they see fit. This does, however, come with a requirement for TQUK to review and authorise all CDAs before use to ensure that they present sufficient opportunity for learners to demonstrate competence and maintain comparability for the qualifications as a whole. This process is designed to ensure that inadequacies in assessments are picked up before EQA stage and before learners have sat their assessments.

We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

Further help and assistance can be sought from our Client relationship Officer or Quality Team who can be contacted on 03333 58 3344 or at [quality@tquk.org](mailto:quality@tquk.org).

