



Training
QualificationsUK

Qualification Specification

TQUK Level 4 Award in Observation of Teaching, Training and Learning (RQF)

Qualification Number: 601/6254/5

Version 9

Contents

Introduction	3
Welcome to TQUK.....	3
Centre Recognition.....	3
Qualification Specifications.....	4
Use of TQUK Logo, Name and Qualifications	4
 Introduction to the Qualification	 5
Qualification Purpose	5
Entry Requirements	5
Progression.....	5
Structure	6
Guided Learning Hours	6
Directed Study Requirements	6
Total Qualification Time	6
Assessment	7
Centre Devised Assessment (CDA) Guidance.....	7
Course Delivery	7
Learner Registration	8
Tutor, Assessor and Internal Quality Assurer Requirements	8
External Quality Assurance.....	9
Useful Websites	10
 Units of assessment	 11
Observation of Teaching, Training and Learning	11
Feed Back after an Observation of Teaching, Training and Learning	14

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

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](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

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. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

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

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

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

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

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the 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 corporate/business letterheads, pages of the 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 a true representation of the 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 they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 4 Award in Observation of Teaching, Training and Learning (RQF) is regulated by Ofqual.

Qualification Purpose

This qualification has been developed for qualified and experienced teachers who do, or will, undertake formal observations of colleagues delivering teaching or training sessions. The qualification will develop skills and knowledge in undertaking teaching, training and learning session observations and post observation feedback processes. Individuals who already have observation experience will still benefit considerably from completion of this course and the achievement of the qualification because it provides recognition of their skills.

Entry Requirements

Learners must be qualified and experienced teachers. It is essential that learners have good English language skills and are expected to have good written and verbal English e.g. at or above GCSE Grade C, a good understanding of teaching and learning skills, and how learning takes place.

It is also essential that learners have a good understanding of:

- learning activity planning
- formative assessment
- teaching and training delivery methods
- how learners learn
- differentiation
- the active promotion of equality and diversity in learning contexts
- learning session and behaviour management
- general (not vocationally specific) health and safety and hygiene issues applicable to learning situations.

The qualification is suitable for learners of 19 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 5 Award in Observation of Teaching and Learning
- Level 4 Diploma in Learning and Development
- Level 5 Certificate in Learning and Development
- Level 5 Diploma in Learning and Development
- Level 5 Award in Principles of Managing the Learning and Development Function.

Structure

Learners must achieve five credits from the two mandatory units.

Mandatory Units

Units	Unit ref.	Level	Guided Learning Hours	Credit value
Observation of Teaching, Training and Learning	L/507/2645	4	10	2
Feedback after an Observation of Teaching, Training and Learning	R/507/2646	4	20	3

Guided Learning Hours

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

Guided learning hours for this qualification is 30.

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 20 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, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 50 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

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

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

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.

Learners' work must show evidence of relevant independent reading, and the use of quotations and references as required, identified using academic referencing.

Learners must carry out and prepare reports for a minimum of two observations. These can be carried out in a simulated environment or using recordings of classroom delivery depending on the circumstances of the learner.

All learning outcomes must be met to achieve a Pass - there is no grading.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain 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 of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The 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 qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will 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 requested
- Work experience in the subject area of the qualification.

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 remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. 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

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. 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 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

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.

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 activities and remote reviews.

Useful Websites

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

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Health and Safety Executive NI <https://www.hseni.gov.uk/>

Excellence Gateway <http://www.excellencegateway.org.uk/>

National Research and Development Centre for Adult Literacy and Numeracy www.nrdc.org.uk

Department for Education <http://www.education.gov.uk/>

Education and Training foundation <http://www.et-foundation.co.uk/>

LLUK have archived their website; follow the attached link to view the documents archived
<http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/>

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) <https://www.gov.uk/government/publications/individualised-learnerrecord-ilr-sources-of-data>

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Units of assessment

Unit 1

Title:		Observation of Teaching, Training and Learning L/507/2645	
Level:		4	
Credit value:		2	
Guided learning hours		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how to prepare to carry out an observation	1.1	Explain the terms: <ul style="list-style-type: none"> • professional observation • objective observation • subjective observation • evidence based observation judgements.
		1.2	Explain the responsibilities that are integral to the role of a teaching and learning observer
		1.3	Identify the documentation observers should see prior to an observation and give examples of the information that should be extracted
		1.4	Identify the information to be given to the teacher prior to the observation
		1.5	Explain the importance of meeting with tutors prior to an observation, and what should be discussed
		1.6	Explain the quality assurance requirements which apply to observations

2.	Recognise good and better teaching	2.1	Explain the importance of developing and refining a robust model of good and better teaching
		2.2	Explain the characteristics of teaching described as excellent, very good and good
3.	Understand how to carry out an observation	3.1	Explain a range of observation evidence gathering techniques
		3.2	Explain the types of question an observer might ask questions of a tutor at the end of an observation
		3.3	Explain the types of question to ask learners during an observation, why they are important, and how to ask them
		3.4	Analyse the impact of good and better teaching on learners
4	Understand the process of observation performance recording	4.1	Describe the components of an observation record
		4.2	Differentiate between descriptive and evaluative observation of teaching and training performance notes
		4.3	Record accurate and relevant observation performance notes
5.	Understand the function and purpose of observation judgements	5.1	Explain what an observation judgement statement is
		5.2	Explain the categories of observation judgement
		5.3	Explain when and how the various types of judgements are made during a session
		5.4	Explain the relationship between observation performance notes and judgements
6.		6.1	Analyse performance notes to determine themes for judgement statements

	Understand how to produce observation judgement statements	6.2	Explain the structure of a clearly defined judgement statement
		6.3	Explain the importance of validating observation judgements
		6.4	Explain how to validate observation judgements
		6.5	Produce judgements supported by observation performance notes evidence

Unit 2

Title:		Feedback after an Observation of Teaching, Training and Learning R/507/2646	
Level:		4	
Credit value:		3	
Guided learning hours		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the purpose of observation feedback	1.1	Describe the purpose of observation feedback
		1.2	Describe the key aspects of the psychology of feedback
		1.3	Explain the importance of clear judgements to the feedback process
		1.4	Evaluate the observation process
2	Understand how to plan feedback	2.1	Explain the requirements for the location where feedback is given
		2.2	Explain how to establish a structure for feedback
		2.3	Explain the importance of having evidence to support judgements discussed in the feedback process
		2.4	Identify the communication skills required for giving feedback

		2.5	Identify key aspects of language and how it supports or inhibits feedback
		2.6	Analyse how ground rules and etiquette apply to the feedback process
3	Be able to plan feedback	3.1	Identify what needs to be considered when selecting feedback methods and approaches
		3.2	Organise a group of judgements
		3.3	Evaluate the range and sufficiency of evidence supporting judgements
		3.4	Propose improvement actions based on the evidence collected
4	Be able to manage feedback	4.1	Explain the different approaches to delivering feedback
		4.2	Evaluate and apply processes for communicating judgements
		4.3	Explain how to manage a range of responses by tutors to feedback
		4.4	Organise judgement delivery using Sandwich & Layering approaches
		4.5	Organise judgement delivery using Direct, Dialogue and Thematic approaches
5	Be able to evaluate own performance in undertaking observations	5.1	Critically analyse and reflect on discussion of observation feedback dialogue with those being observed.
		5.2.	Reflect on own performance in undertaking observations

		5.3	Propose improvements to own practice in undertaking observations
		5.4	Analyse the implications and outcomes in relation to ethical conduct and inclusive practice in observations