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|--|-------------|--|---------------------|---------------|-------------------|
| Diploma title: Professional diploma for teachers   |             |  |                     |               |                   |
| Qualification code:  |             |  |                     |               |                   |
| Qualification structure  |             |  |                     |               |                   |
| Qualification Type:<br>Unit Certification  | Discipline: | Sector:                                    | Level:              | No in series: | Year of approval: |
| Credit value:<br>10 Credit hours   |             | Certification requirement:<br>6 Core Units |                     |               |                   |
| <b>Qualification aims</b>  |             |  |                     |               |                   |
| The aim of the Professional diploma for teachers is to give a depth of knowledge, skill and application to learner who are practitioners in the workplace. The aim of this unit is to acquire an awareness of the great importance of education and the crucial role it plays in creating an effective active personality that develops society and preserves its values.. |             |  |                     |               |                   |
| <b>Qualification units</b>   |             |  |                     |               |                   |
| <b>Core units</b>  |             |  |                     |               |                   |
| Unit code:   | Unit no:    | Unit title:                                |                     |               | Credit hours      |
|  | 1           | <b>Foundations of education</b>            |                     |               | 3                 |
|  | 2           | <b>Educational and learning psychology</b> |                     |               | 3                 |
|  | 3           | <b>Curriculum</b>                          |                     |               | 3                 |
|  | 4           | <b>Class Management</b>                    |                     |               | 3                 |
|  | 5           | <b>Educational technologies</b>            |                     |               | 3                 |
|  | 6           | <b>Practical learning</b>                  |                     |               | 6                 |
| <b>Optional units</b>  |             |  |                     |               |                   |
| Unit code:   | Unit no:    | Unit title:                                |                     |               | Credit hours      |
|  |             | <b>English language teaching methods</b>   |                     |               | 3                 |
|  |             | <b>Islamic studies teaching methods</b>    |                     |               | 3                 |
|  |             | <b>Mathematics Teaching Methods</b>        |                     |               | 3                 |
|  |             | <b>Science Teaching Methods</b>            |                     |               | 3                 |
|  |             | <b>Social Studies Teaching</b>             |                     |               | 3                 |
| <b>Prerequisites</b>   |             |  |                     |               |                   |
| <b>Entry requirements</b>  |             |  | <b>Requirements</b> |               |                   |

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| <p>Learners will require the following skills for completion of this unit as follows:<br/>Analytical skills, communication skills, effective teaching methods, information management skills, presentation skills, research skills, relate to people from diverse backgrounds, and diverse abilities.</p> <p>The unit is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. There should be equality of access for candidates and candidates must be enabled and supported to undertake this course.</p> <p>All institute staff involved in the assessment or delivery of these courses should understand learner’s requirements and through initial assessment, match them to the needs and capabilities before entering learners as candidates for this course.</p> | <ul style="list-style-type: none"> <li>● IELTS level 5.0 is preferred.</li> <li>● Level of knowledge, skill and performance of communication skills on entry is minimum requirement.</li> </ul> <p>Credit transfer is available as published.</p> |
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| Qualification pathways  |                      |                |
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| This Qualification  | Pathways             |                |
| Professional diploma for teachers   |                      |                |
| Copyright and ownership   | Modification history |                |
| Copyright of units, Intellectual Property Rights and ownership of the qualification will be owned by ( .....) | Release no: 1        | Previous code: |
|   | Comment :            | New code:      |
| National Occupational Standards   | Not available        |                |

Diploma title: Professional diploma for teachers Qualification code:

Qualification overview

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| This qualification is suitable for                         | Those who wish to work in teaching without previous experience or study, or who have worked in teaching without a teaching qualification as a minimum requirement. |  |
| Target market  | The target market for this qualification is Teachers, Trainers, and staff with an administration role.   |  |
| Job activities/tasks                                       | The core component of this unit contains: Acquiring the knowledge that is at the core of the educational process and updating the knowledge acquired.              |  |
| Work context/conditions                                    | This unit is for any individual who is, or wishes to be involved teaching, training, learning and assessment.  |  |
| Example employers  | Schools<br>Universities  |  |
| Example jobs   | Related occupations  |  |
| Teachers of all levels<br>College professors<br>Counselors | Persons with responsibility in this field  |  |
| Professional association                                   |  |  |

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Delivery and Assessment

**Mode of delivery**

Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources.  
It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.

**Arrangements for learners with special assessment requirements**

Arrangements for learners with special assessment requirements may need to be adapted to meet;

- language requirements
- cultural or religious requirements
- physical disabilities
- particular learning needs.

**Trainer qualifications**

Instructors and evaluators must have relevant education or experience.

**Training methods**

Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner’s needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.

**Assessment**

Each course must be evaluated and verified. The assessment and verification may be internal or external. All assessments must be fit for purpose. Assessment methods may include:  
Direct observation in the workplace, collection of manuals, written assignments

- Assessors must have:
- licensed Vocational Assessor qualifications or similar
  - applied industrial experience
  - assessment practices that meet (.....) Standards of assessment
  - regular professional development practices.

| <b>Assessment methods</b>   |  |
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| <p>All assessment methods must use the appropriate assessment methods to assess knowledge and skill. There must be fair, valid, reliable, authentic and sufficient evidence for all assessment criteria.</p> <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this qualification:</p> <ul style="list-style-type: none"> <li>assessment of written reports summarizing results of candidate skills assessment and selection outcomes</li> <li>observation of techniques</li> <li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>oral or written questioning</li> <li>review of authenticated documents from the workplace or training environment</li> <li>review of testimony from team members, colleagues, supervisors, managers, clients or candidates.</li> </ul> |  |
| <p>Assessor decisions will make assessments that will be coded according to the following schedule:</p>   | <p>Code to be inserted on record sheet</p>   |
| <p>Observation of the candidate by the assessor (Role play scenarios included)</p> <p><i>Examination of the evidence by the assessor:</i></p> <ul style="list-style-type: none"> <li>Examination of a product</li> <li>Examination of the witness/expert testimony</li> <li>Examination of a case history</li> <li>Examination of a personal statement</li> <li>Examination of written answers to questions</li> </ul> <p><i>Questioning of the candidate or witness by the assessor:</i></p> <ul style="list-style-type: none"> <li>Questioning of the candidate</li> <li>Questioning of the witness</li> <li>Professional Discussion</li> <li>Realistic working environment</li> <li>Simulation</li> </ul>  | <p>O</p> <p>EP</p> <p>EWT</p> <p>ECH</p> <p>EPS</p> <p>EW</p> <p>Q</p> <p>QC</p> <p>QW</p> <p>PD</p> <p>RWE</p> <p>S</p> |
| <b>Verifier</b>   | <b>Vocational verifiers must have</b>  |

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| <p>The Verifier will observe Assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of paperwork and interpretation of the qualification's requirements. Verifiers will ensure that learner tracking of registration for qualifications, assessment decisions and achievement, are recorded and maintained accurately and timely and are open to scrutiny.</p> | <ul style="list-style-type: none"> <li>● verifier qualifications or similar</li> <li>● applied relevant experience</li> <li>● verification practices that meet (.....) Standards of verification</li> <li>● regular professional development practices</li> <li>● ability to manage the learner's work environment for the verification process</li> <li>● ability to evidence standardization processes.</li> </ul> |
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### Verification method

Assessment and verification process will conform to the following:

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| <ul style="list-style-type: none"> <li>● Institute systems for learner, assessment and verification are unified.</li> <li>● Qualified Assessors must be used for all assessment.</li> <li>● Learner's achievement is evidenced and recorded.</li> <li>● Learner is included in the assessment decision making process.</li> <li>● Assessment of learner's achievement is evidenced by best practice.</li> <li>● Assessment takes into account diversity and language differences.</li> <li>● Assessment of learner's achievement is tracked and recorded.</li> <li>● Learner will be able to compile their portfolio using their preferred technology.</li> <li>● Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment.</li> </ul> | <ul style="list-style-type: none"> <li>● Evidence collection makes efficient use of assessment opportunities and work production.</li> <li>● Licensed Vocational Verifiers must be used for all verifications.</li> <li>● Verification of learner's achievement is evidenced by best practice.</li> <li>● Verification of learner's achievement is tracked and recorded.</li> <li>● Standardisation of assessment and verification processes are evidenced</li> <li>● Evidence of sharing of learner, assessor and verifier best practice.</li> <li>● Evidence that complaints are addressed, recorded and solved effectively.</li> </ul> |
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### Assessing and grading

This qualification is a knowledge, skills and application qualification. Assessment should, where possible, take a holistic approach. Assessment in one unit can be used as the assessment for another, if the assessed piece of work covers the criteria in the units. Assessment must be accessible for learners and the process of assessment as simple as possible. Learners must demonstrate competence by producing a portfolio of evidence.

This qualification is examined in two ways: assessment of performance and underpinning knowledge. All performance is assessed by an assessor against the performance criteria and recorded in the Cumulative Assessment Record. Competence recognises all qualification requirements have been achieved. Not yet competent means all requirements have been attempted but yet to be achieved, insufficient evidence means all requirements have not been attempted. Underpinning knowledge is examined that more than 80% of the predetermined marking criteria should be met.

This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended will require prior approval from the External Verifier.

### Learner evidence

Learners must demonstrate knowledge and skill achievement in a presented portfolio.

### Integrated assessment

Opportunities for integrated assessment are possible between units 1 and 2.

### **Risk in assessment**

The learner's work environment needs proper management and risk management analyses. The following risks will be observed in the training, assessment and verification phases:

- health and safety
- stressing the learner
- inauthentic evidence/collation/unjustifiable support to the learner
- over-assessment
- potential of unfairness to the learner
- failing to meet assessment strategy of a qualification.

### **Appeals procedure**

In the event that a learner judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation (not included in this submission).

In the event that an assessor judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation.