



Learning  
Resource Network



SPECIFICATION

# LRN LEVEL 7 CERTIFICATE in **EDUCATION**

QAN: 610/0144/2

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## BACKGROUND TO LRN

Learning Resource Network (LRN) is an Ofqual regulated Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers. LRN is recognised for its high-quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields. In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery, and assessment.

## MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

## CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence. Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.



## INTRODUCTION

This specification provides an overview to the LRN Level 7 Certificate in Education. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other educational based staff) and examiners. The specification outlines the key features and administrative procedures required for this qualification.

## OBJECTIVE

The LRN Level 7 Certificate in Education is designed to enable candidates – with sufficient teaching/lecturing experience – the opportunity to demonstrate their ability across a broad range of advanced pedagogical approaches to learning.

## MODE OF DELIVERY AND INTERNAL ASSESSMENT

This qualification has been constructed to be delivered within centres which operate in-centre delivery, online or a combination. Units have been constructed to be delivered via a synchronous or asynchronous delivery model, depending on the needs of the cohorts. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver through either delivery method. Centres must also be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver a suitable method of planning, delivery, internal assessment, evidence capture and internal quality assurance.

## ENTRY REQUIREMENTS

Candidates must be operating within a suitable teaching setting. Whilst LRN will be open to the type of educational institution in which candidates operate, it will be mindful of scope of teaching role, access to teaching/learning opportunities and ability to meet the cognitive demand of learning outcomes and assessment criteria (stated below). Candidates must be qualified to graduate level, although LRN will consider candidates with extensive teaching practice in place of academic qualifications.

## TEACHING PRACTICE

For the duration of the qualification, candidates are expected to have access to a teaching environment, from which evidence can be gleaned. This will include a teaching log which documents their preparation, planning, delivery and evaluation of teaching exercises. Expected teaching hours will be in the region of 40 to 60. This will be considered on a case-by-case basis. However, candidates who are unable to meet the minimum threshold (40 hours of teaching practice) are unlikely to be deemed suitable for this qualification.

## PROGRESSION

The LRN Level 7 Certificate in Education has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may take a variety of paths. It may be appropriate for the candidate to progress to:

1. Similar level 7 qualification in Education;
2. Study at doctorate level;
3. Access to teaching/lecturing or educational consultancy practice.

## QUALIFICATION OVERVIEW

Unit Title	Level	Credit	GLH	Assessment
Philosophy of education and theories of learning and teaching	7	20	200	Externally set and externally marked assignment. Externally set, internally reviewed and externally moderated portfolio.
Delivering effective teaching and learning and understanding educational assessment	7	20	200	Externally set and externally marked assignment. Externally set, internally reviewed and externally moderated portfolio.
Contemporary teaching in higher and professional education	7	20	200	Externally set and externally marked assignment. Externally set, internally reviewed and externally moderated portfolio.

## ASSESSMENT

The assessment for this qualification consists of (i) externally set and externally marked assignments, which are set and marked by LRN, and (ii) externally set portfolio on which requirements are set by LRN, reviewed by centre staff, and which is externally moderated by LRN. LRN will provide advice and guidance as to how centres may wish to approach the internal review process.

## GUIDED LEARNING HOURS (GLH)

The LRN Level 7 Certificate in Education guided learning hours (GLH) are 600. Please note the hours stated are indicative.

## TOTAL QUALIFICATION TIME (TQT)

<b>Guided learning hours (GLH)</b>	600 hours	
<b>Self-study (SS)</b>	90 hours	
<b>Formative Assessment</b>	60 hours	
<b>Summative Assessment</b>	30 hours	<b>Total Assessment Time (TAT)</b>
<b>Total Qualification Time</b>	<b>780 (GLH + SS + TAT)</b>	<b>90 hours</b>

Please note the timescales above are indicative.

## GRADING

The LRN Level 7 Certificate in Education will be graded as fail or pass.

## RESULTS

Results will be issued up to 6 weeks after receipt of all required assessment documentation. LRN will confirm receipt of assessment documentation so that both centres and candidates are aware of the timescales involved in the decision-making process.

## CUSTOMER SERVICE STATEMENT

LRN is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner. In order to guarantee this, we commit to ensuring the following in our day-to-day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect;
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm;
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday. Furthermore, it will respond to each e-mail, letter or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services. The timetable for responding is as follows:

- E-mail: 10 working days
- Letter: 10 working days
- Telephone message: 5 working days

## DIVERSITY AND EQUALITY

LRN is committed to ensuring fair and equal access to its qualifications, examinations and support materials.

Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010. Specifically, we comply fully with the requirements laid out in the Equality Act 2010. In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.

1	<b>Philosophy of education and theories of learning and teaching</b>			
<b>Unit Aim</b>				
The purpose of this unit is to enable candidates to demonstrate an understanding within inclusive and varied teaching and learning environments. Candidates will apply their knowledge and understanding in effectively evaluating and reflecting on future practice.				
<b>Unit Level</b>	7	<b>Credit</b>	20	<b>Unit Reference</b>
				H/650/0667
<b>GLH</b>	200	<b>Unit Grading Structure</b>	Fail or Pass	
<b>Assessment Guidance</b>	Externally set and externally marked assignment(s). Externally set, internally reviewed, and externally moderated portfolio to include evidence of planning (scheme of work/lesson plans), delivery (schedule), evaluation (reflective account) and resources.			
<b>Learning Outcomes - The learner will:</b>		<b>Assessment Criteria - The learner can:</b>		
1. Understand the historical, philosophical and cultural context of education.		1.1	<b>Examine</b> the history and purpose of education.	
		1.2	<b>Analyse</b> the aim and values of education.	
		1.3	<b>Evaluate</b> the culture, social and economic values of education.	
		1.4	<b>Analyse</b> the concept of educational philosophy in relation to curriculum development.	
2. Understand key concepts, values and beliefs related to education and educational practice.		2.1	<b>Assess</b> the benefits of applying sound education theory in professional practice.	
		2.2	<b>Analyse</b> critical educational concepts and values across educational settings.	
		2.3	<b>Distinguish</b> between education and educational practice.	
3. Understand key theories of education and learning and how these are realised in practical pedagogy.		3.1	<b>Evaluate</b> higher education theory and the impact on learning and development.	
		3.2	<b>Justify</b> the inclusion of education theory in educational settings.	
		3.3	<b>Analyse</b> reasons for implementing change and effective teaching pedagogy.	
		3.4	<b>Assess</b> andragogical theory and its impact on learning and development.	

<b>2</b>	<b>Delivering effective teaching and learning and understanding educational assessment</b>		
<b>Unit Aim</b>			
The purpose of this unit is to enable candidates to demonstrate an understanding of learning theories and practical teaching pedagogy. Candidates will develop a range of resources, based on learner needs, to support teaching and development across educational settings.			
<b>Unit Level</b>	7	<b>Credit</b>	20
<b>Unit Reference</b>	J/650/0668		
<b>GLH</b>	200	<b>Unit Grading Structure</b>	Fail or Pass
<b>Assessment Guidance</b>	Externally set and externally marked assignment(s). Externally set, internally reviewed and externally moderated portfolio to include evidence of planning (scheme of work/lesson plans), delivery (schedule), evaluation (reflective account) and resources.		
<b>Learning Outcomes - The learner will:</b>		<b>Assessment Criteria - The learner can:</b>	
1. Understand how educational theory aligns with teaching delivery.	1.1	<b>Assess</b> the linkages between educational theory and teaching delivery.	
	1.2	<b>Analyse</b> the benefits of inclusive learning in relation to effective curriculum design.	
	1.3	<b>Recommend</b> ways in which educational theory can be embedded in classroom pedagogy.	
	1.4	<b>Evaluate</b> how learner needs influence curriculum design, teaching and delivery styles.	
2. Understand the relationship between teaching, learning and assessment.	2.1	<b>Analyse</b> the benefits to effective planning in teaching and learning.	
	2.2	<b>Evaluate</b> the interdependencies between teaching, learning, achievement and attainment.	
	2.3	<b>Assess</b> a range of factors which influence learner achievement.	
3. Be able to demonstrate a practical application of effective teaching delivery.	3.1	<b>Evaluate</b> own teaching style and delivery approach in order to formulate an effective teaching plan.	
	3.2	<b>Analyse</b> own practice in order to enhance teaching and learning delivery.	
	3.3	<b>Adapt</b> own teaching approach based on a realisation of continuing professional development.	

### 3. Contemporary teaching in higher and professional education

#### Unit Aim

The purpose of this unit is to enable candidates to demonstrate an understanding of core issues, strategies, and techniques in teaching in higher and professional education. Candidates will explore the purpose, meaning and inter-relationships between teaching pedagogy and andragogy, relevant to their educational setting. Finally, candidates will know how to vary their teaching styles in order to enable learning, advancement and understanding.

<b>Unit Level</b>	7	<b>Credit</b>	20	<b>Unit Reference</b>	K/650/0669
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<b>GLH</b>		<b>Unit Grading Structure</b>	Fail or Pass
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<b>Assessment Guidance</b>	Externally set and externally marked assignment(s). Externally set, internally reviewed and externally moderated portfolio to include evidence of planning (scheme of work/lesson plans), delivery (schedule), evaluation (reflective account) and resources.
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#### Learning Outcomes - The learner will:

#### Assessment Criteria - The learner can:

1. Understand the purpose of teaching pedagogy and teaching andragogy.	1.1	<b>Differentiate</b> between teaching pedagogy and teaching andragogy.
	1.2	<b>Analyse</b> the importance of enhancing pedagogy and andragogy into teaching practice.
	1.3	<b>Evaluate</b> the development of a learning system which incorporates appropriate methodologies.
2. Understand current educational theories of teaching and learning	2.1	<b>Analyse</b> the relationship between educational leadership and improvement in teaching and learning.
	2.2	<b>Evaluate</b> teaching strategies in order to promote leadership development in educational settings.
	2.3	<b>Assess</b> the purpose of adopting a reflexive and effective approach to current teaching practice.
3. Be able to demonstrate a practical application of contemporary teaching in higher and professional education.	3.1	<b>Evaluate</b> own approach to teaching methodology, learning and assessment.
	3.2	<b>Synthesise</b> a range of educational theory into own contemporary teaching style and approach.
	3.3	<b>Adapt</b> own teaching in order to enhance effective planning, design and instruction.
	3.4	<b>Apply</b> an informed approach in reflecting own style and structure in teaching practice.

**Analyse** perspectives in cultivating learning through practitioner enquiry.

3.5

### Assessment Marking Grid: Level 7 Assignment Based Qualifications

	<b>Fail</b>	<b>Pass</b>
<p><b>Use of Theory and Referencing (including citing)</b></p> <p><b>Harvard Model must be used</b></p>	<p>Limited or irrelevant sources are used in the assignment. Referencing is inadequate, poor, incorrect and/or inappropriate. The use of references is inconsistently applied. References do not support the assignment brief (e.g. – unsubstantiated findings).</p>	<p>Very good sources were used appropriately throughout assignment. Some evidence of journals/periodicals, peer reviews and/or other industry-based literature used throughout the assignment. Referencing is very good with correct citing used.</p>
<p><b>Subject Matter</b></p>	<p>Subject matter has characteristics as to one (or more) of the following: unclear, vague, overly descriptive, factually inaccurate, conceptual gaps, incoherent and/or disjointed summaries. The lack of coherence significantly impeded the flow of the assignment. Lack of understanding shown across significant areas of the assignment.</p>	<p>Understanding of subject matter is very good with strong flow of conceptual understanding. Minor errors are acceptable as long as they do not impede flow and understanding of the assignment. Views and inter-connections (where applicable) are evident</p>
<p><b>Presentation, Structure, Spelling and Grammar</b></p>	<p>Presentation is poor and/or difficult to read. Chosen structure impedes the flow of assignment. Spelling and grammar are below the standard required of level 7. The assignment has numerous errors (of one or more of the following): spelling mistakes, grammatical errors, structural deficiencies and/or factual inaccuracies.</p>	<p>Presentation is very good. The flow of the assignment is at a high standard. Headings, sub-headings are used appropriately. Graphs/charts and/or tables are used appropriately. Information is suitably presented. Spelling and grammar are very good throughout the assignment. Minor or trivial errors only (up to a tolerance of 10%).</p>