



Ascentis Level 3 Award in

Education and Training

Specification

(Includes new assessments, from January 2019)

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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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ASCENTIS LEVEL 3 AWARD IN EDUCATION AND TRAINING

Introduction

The Ascentis Level 3 Award in Education and Training is an introduction to teaching. The award is appropriate for teachers, tutors and trainers who may be working within an FE college, Community Learning and Skills Provider or Independent Learning Provider and for those delivering work based training such as within voluntary, community, private and public organisations.

The award gives the learner an introduction to teaching and explores roles and responsibilities associated with the teaching role. The planning and delivering of sessions including engaging and motivating learners and establishing ground rules within a learning environment is covered. It explores the different assessment methods and the need for record keeping. The delivery of an observed microteaching session or an assessed practice in a real work environment is a requirement of this qualification.

There are several features of this qualification that make it very appropriate for its target learners:

- Ascentis devised assessment tasks designed to cover all the assessment criteria within the units
- Assessment tasks designed to be holistic and relevant to learners working or intending to work within a wider range of learning environments in the Further Education and Skills sector
- Centre devised assessment tasks are permissible provided they are approved by Ascentis before commencement of delivery
- Can be achieved by pre-service or in-service learners.

This qualification replaces the Level 3 Award in Preparing to teach in the Lifelong Learning Sector and the Level 4 Award in Preparing to teach in the Lifelong Learning Sector (PTLLS) introduced in 2007 and updated in 2011.

Aims

The aims of the qualification are to enable learners:

- 1 To understand the roles and responsibilities in relation to teaching
- 2 To understand appropriate teaching and learning approaches within the learner's specialist area
- 3 To plan, deliver and evaluate microteaching sessions or assessed practice in a real work environment
- 4 To understand the use of assessment methods and record-keeping

Target Group

This qualification is aimed at a range of learners, including:

- Pre-service and in-service learners who need an initial award for their role as a teacher, trainer or tutor within an FE college, Community Learning and Skills provider, Independent Learning Provider
- Learners delivering work based training within voluntary, community, private and public organisations.

Ofqual Qualification Number

Ascentis Level 3 Award in Education and Training: 601/0306/1

Rules of Combination

Ascentis Level 3 Award in Education and Training				
				Maximum credits: 12
Group A - Mandatory Units		Credit (from Group A) Mandatory units:3		
Title	Level	Credit Value	GLH	Unit ref
Understanding roles, responsibilities and relationships in education and training	3	3	12	H/505/0053
Group B - Optional Units		Maximum credit (from Group B) Optional units:6		
Understanding and using inclusive teaching and learning approaches in education and training	3	6	24	D/505/0052
Facilitate learning and development for individuals (Learning and development unit)	3	6	25	J/502/9549
Facilitate learning and development in groups (Learning and development unit)	3	6	25	F/502/9548
Group C - Optional Units		Maximum credit (from Group C) Optional units:3		
Understanding assessment in education and training	3	3	12	R/505/0050
Understanding the principles and practices of assessment (Learning and development unit)	3	3	24	D/601/5313
Credits from equivalent units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				

Unit certification is available for any unit.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 48.

Total Qualification Time

The total qualification time for this qualification is 120.

Time Limit for the Process of Credit Accumulation or Exemptions

Credit accumulation can be within the life span of the qualification.

Recommended Prior Knowledge, Attainment and/or Experience

As part of the selection process for entry onto this qualification programme all potential learners must be interviewed and undertake an initial assessment of their skills in English, mathematics and ICT. All learners should record their development needs and, where applicable, agree an action plan to address them.

Centres need to ensure that learners are selected for suitability on the course establishing that they meet the following minimum criteria:

- Can read and communicate clearly and accurately enough to meet the requirements of their training
- Hold a relevant vocational and/or academic qualification of at least the level above that of their learners and ideally a minimum Level 3 qualification in his/her own area of specialism

Age Range of Qualification

This qualification is listed as appropriate for learners of 19+.

Opportunities for Progression

Learners who have achieved the Level 3 Award in Education and Training could progress to either the Level 4 Certificate in Education and Training or the Level 5 Diploma in Education and Training. These qualifications are not suitable for learners with a criminal background. This might prevent them from working as a teacher with young people or vulnerable adults.

The Level 3 unit Understanding roles, responsibilities and relationships in education and training is also a mandatory unit in the Level 4 Certificate in Education and Training. For those learners who achieve this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

Relationship to National Occupational Standards

The units of assessment for this Award were written by LSIS and are based on the professional standards for teachers, tutors and trainers in the Lifelong Learning Sector.

Resources to support the Delivery of the Qualification

These are outlined in Appendix 8.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that learners can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learners suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

Internal Assessment

To achieve the Level 3 Award in Education and Training evidence of achievement of all the assessment criteria must be demonstrated together with at least one hour of microteaching. Within this hour they must deliver a minimum of 15 minutes of microteaching, which should be observed and assessed by a member of the delivery team. Ascentis devised assessment tasks are included, covering all the assessment criteria of the unit and the usual expectation is that all sections of this assessment task will be completed by learners. It is designed to meet the needs of learners working or intending to work within a wide range of learning environments within the lifelong learning sector. Centre devised assessment tasks are permissible, providing there is a rationale for these which will need to be approved by Ascentis prior to delivery.

All assessment tasks completed by learners should be internally verified within the centre.

Completion of Assessment Task

Learners need to complete all sections of the assessment task for the unit in order to achieve the award. These are marked within the centre by an assessor who may or may not be the tutor delivering the course. Tutors/assessors marking the assessment tasks must consider whether all the assessment criteria that the task covers have been met. All assessment criteria within the unit must be achieved in order to achieve the unit.

The tutor/assessor must be confident that the work is the learner's own work. For example, this can be ensured by completion of at least part of an assessment task within a supervised classroom environment. The Authenticity Cover Sheet includes a statement on authentication which needs to be signed by both the learner and assessor. This is found in Appendix 6.

Tutors/assessors may give advice and guidance on the type of evidence/resources that need to be produced but cannot aid learners in the development and production of work to be assessed. Learners are allowed to re-draft and re-submit work up to three times. Tutors may provide feedback to the learner pointing out areas of weakness in order that these can be improved on during further re-drafting.

If learners fail to meet the required standard for any of the assessment tasks, after re-drafting and re-submitting up to three times, further support will need to be provided by the tutor and mentor in order that they are able work towards the standard. Individual Learning Plans may need to be reviewed in order that support for the learner is identified and provided.

Generic Criteria

All learners' evidence needs to demonstrate that they have met the following generic criteria for each unit as well as covering the appropriate assessment criteria within the unit:

- Accurate use of grammar, spelling and punctuation
- Clear expression of ideas and arguments
- Use of reading and research through the inclusion of appropriate references in written text
- Accurate use of numerical calculations and interpretation of data
- Use of information and communication technology
- Commitment to working within a professional value base

Practice Requirements

There is a minimum requirement for learners to engage in observed and assessed microteaching for the following optional unit:

- Understanding and using inclusive teaching and learning approaches in education and training (Level 3)

For this unit, learners must be involved in at least one hour of microteaching. Within this hour they must deliver a minimum of 15 minutes of microteaching, which should be observed and assessed by a member of the delivery team. The microteaching session will usually be delivered to a group, which may be other learners on the course.

For the additional 45 minutes learners can either deliver additional microteaching sessions or observe the microteaching sessions of other learners.

If the learner is already engaged in real teaching practice, this can be used to meet the requirements of this unit instead of microteaching. Real teaching practice can take place in the following settings:

- Further Education
- Further Education in Higher Education settings
- Community Learning and Skills provider
- Literacy, Numeracy and ESOL provision within further and adult education
- Workplace
- Independent Learning Provider

A pro-forma which can be used by observers and assessors of microteaching and for peer observation of microteaching is attached in Appendix 3.

There is a requirement to undertake observed and assessed practice in a real work environment for the following optional units from the Learning and Development suite that are included in this qualification:

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)

Practice should be in the appropriate context – either with individual learners or with groups of learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for these units.

The practice, including observed and assessed practice requirements for all units are summarised in Appendix 2.

Centre Devised Assessment Tasks

There may be some circumstances when the Ascentis devised assessment tasks are not appropriate to a particular cohort of learners. In such situations, the centre may devise alternative assessment tasks, which must cover all the assessment criteria within the unit and the requirements for teaching practice and assessed observations. Assessment tasks must be approved by Ascentis prior to commencement of delivery of the award. They should be submitted on the pro-forma in Appendix 5, and must include mapping of the tasks to the assessment criteria

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

All those delivering units and/or observing and assessing practice for the Level 3 Award in Education and Training should have all of the following:

- a teaching qualification (this does not include qualifications that only provide an introduction to teaching, for example, the Level 3 Award in Education and Training or the Level 3 or Level 4 PTLLS awards);
- evidence of relevant teaching experience in an education and training context;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes

There are additional requirements for those who assess the Learning and Development units.

All those who assess these units must:

- already hold the qualification they are assessing (or previous equivalent qualification) and have successfully assessed other qualifications;
- have up to date working knowledge and experience of best practice in assessment and quality assurance

Hold one of the following qualifications or their recognised equivalent

- Level 3 Award in Assessing Competence in the Work Environment; or
- Level 3 Certificate in Assessing Vocational Achievement; or
- A1 Assess learner performance using a range of methods; or
- D32 Assess learner performance and D33 Assess learners using differing sources of evidence; and
- Show current evidence of continuing professional development in assessment and quality assurance.

Internal Verifiers need to meet the requirements for assessors and have a knowledge of the internal verification process. Training is available from Ascentis for any one new to this role.

Centre staffing will be checked as part of the centre recognition process, which will ask for copies of CVs and teaching certificates.

UNIT SPECIFICATIONS

Understanding roles, responsibilities and relationships in education and training

Credit Value of Unit: 3

GLH of Unit: 12

Level of Unit: 3

Introduction

The purpose of this unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training. It includes responsibility for maintaining a safe and supportive learning environment for learners.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the teaching role and responsibilities in education and training	1.1 Explain the teaching role and responsibilities in education and training
	1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
	1.3 Explain ways to promote equality and value diversity
	1.4 Explain why it is important to identify and meet individual learner needs
2 Understand ways to maintain a safe and supportive learning environment	2.1 Explain ways to maintain a safe and supportive learning environment
	2.2 Explain why it is important to promote appropriate behaviour and respect for others
3 Understand the relationships between teachers and other professionals in education and training	3.1 Explain how the teaching role involves working with other professionals
	3.2 Explain the boundaries between the teaching role and other professional roles
	3.3 Describe points of referral to meet the individual needs of learners

Indicative Content

Teaching roles in education and training. What it means to be a teacher working in different contexts such as with learners who are 16-19 years old; post 19 and 14-16 years. Working in different environments, for example, in a college, in the workplace, at a training provider. The roles a teacher may take on: trainer, personal tutor, mentor, instructor, role model, administrator, assessor, pastoral support, etc.

Responsibilities of a teacher linked to the teaching cycle: identifying learner needs, planning, facilitating, assessing and evaluating learning. Other responsibilities, for example: adhering to policies and procedures; ensuring equality and promoting diversity; completion of records and legal documents such as registers; keeping up with new developments; embracing and promoting the use of technology; promoting functional skills such as English, maths and IC.

Relevant legislation and how this impacts on the role of the teacher and the learner experience. Current legislation such as equality and diversity; health and safety; data protection; safeguarding; prevent duty guidance; inclusion. Regulatory requirements and codes of practice – national and local, relating to own area of work. Awarding organisation requirements, vocational standards and professional standards.

Promoting equality and valuing diversity. What does equality mean? Ways to promote diversity in teaching and learning. Why it is important to identify the individual needs of learners - for example to establish a starting point; to provide suitable support for individuals; to identify any potential barriers to learning; to make an action plan for learners.

Maintaining a safe and supportive learning environment. Health and safety factors – venue, activities, personal safety. Other factors, including: safeguarding learners; encouraging respect between learners; ground rules; promoting team work; promoting professional behaviour; supporting individuals; valuing differences; modelling behaviour; supporting learners to develop skills such as English, maths, ICT

(communication, social media, presentation software, etc.) and employability.

Working with other professionals such as: other teachers/trainers/tutors, assessors, quality reviewers, exams staff, additional learning support staff, advice and guidance professionals, learner services, workplace managers and supervisors, people from external bodies, etc. Methods of communication with others. Sharing of information. Liaising with quality assurance staff. Making referrals for internal and external support for learners. Specialist support available.

Personal and professional boundaries. Job description and code of conduct. Professional standards for teachers. Appropriate methods of communication. Protocol when using electronic communication. Being impartial, fair and ethical. Setting personal boundaries by recognising own skills, duties and limitations. Recognising when to refer to another professional.

Assessment Tasks

Learners need to complete all the following tasks and ensure they have met all the assessment criteria for the unit.

Task 1

As part of a Reflective Journal, complete a detailed personal reflection to show that you understand the varied roles and responsibilities of a teacher/trainer within education and training. Your reflection should make reference to your own role/intended role and potential responsibilities. Ensure you cover the following in your reflection:

- Teacher/trainer roles
- Teacher/trainer responsibilities
- Working with other professionals
- Boundaries between the teacher/trainer role and other professionals

Your reflection could include images/graphics such as flow charts or mind maps to show how you relate to, or potentially may relate to, other professionals as well as evaluative written text.

(Assessment criteria covered: 1.1, 3.1, and 3.2)

Task 2

Prepare a presentation to summarise key aspects of at least 3 pieces of current legislation or codes of practice that relate to your own role or intended role in teaching/training. Use some form of technology such as presentation software, video or voice recording. Plan the presentation for an audience of trainee teachers/trainers that could be viewed/shared on an online platform such as a virtual learning environment, or delivered as part of a group session. The presentation should take no more than 15 minutes to view or present.

(Assessment criteria covered: 1.2)

Task 3

As part of a reflective journal, discuss the following in relation to working with learners within a safe and supportive learning environment:

- Why it is important to identify and meet individual learner needs
- Why it is important to promote appropriate behaviour and respect for others throughout the whole learning process

(Assessment criteria covered: 1.4 and 2.2)

Task 4

Choose one of the following scenarios.

- a) A learner who has dyslexia and has hidden this throughout their life. They do not wish to share their disability with fellow learners.
- b) An able learner with an autistic spectrum condition which means they find it hard to speak in a large group setting.
- c) A learner with a slight visual impairment who is happy to share knowledge of their disability with others.

Write a report to explain how you would work with this learner within a group setting to ensure that you:

- Promote equality and value diversity
- Identify and meet the learner's individual needs
- Maintain a safe and supportive learning environment
- Promote appropriate behaviour and respect for others
- Consider points of referral that could be utilized to meet individual learner needs.

If appropriate, you can use a scenario from your own experience that enables you to cover the above issues. Negotiate this with your assessor before completing the task.

(Assessment criteria covered: 1.3, 1.4, 2.1, 2.2, and 3.3)

UNIT SPECIFICATIONS

Understanding and using inclusive teaching and learning approaches in education and training

Credit Value of Unit: 6

GLH of Unit: 24

Level of Unit: 3

Introduction

The purpose of this unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand inclusive teaching and learning approaches in education and training	1.1 Describe features of inclusive teaching and learning 1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs 1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills
2 Understand ways to create an inclusive teaching and learning environment	2.1 Explain why it is important to create an inclusive teaching and learning environment 2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs 2.3 Explain ways to engage and motivate learners 2.4 Summarise ways to establish ground rules with learners
3 Be able to plan inclusive teaching and learning	3.1 Devise an inclusive teaching and learning plan 3.2 Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs
4 Be able to deliver inclusive teaching and learning	4.1 Use teaching and learning approaches, resources and assessment methods to meet individual learner needs 4.2 Communicate with learners in ways that meet their individual needs 4.3 Provide constructive feedback to learners to meet their individual needs
5 Be able to evaluate the delivery of inclusive teaching and learning	5.1 Review the effectiveness of own delivery of inclusive teaching and learning 5.2 Identify areas for improvement in own delivery of inclusive teaching and learning

Indicative Content

What is meant by 'inclusive practice' in teaching and learning?

Features of inclusive teaching and learning. For example, differentiation; adapting teaching, learning and resources to meet individual learner's needs; motivating learners; effective two-way communication; equality and diversity and addressing learning styles, etc.

Strengths and limitations of a variety of teaching and learning approaches used within own area of specialism. Approaches may include: experiential learning; learner-centred; learning from peers; experimenting; independent study; collaboration; assessment for learning; modelling learning and behaviour; reflection; learning on the job; linking theory and practice; e-learning and technology.

The importance of providing opportunities for learners to develop their English, mathematics, ICT and wider skills. Embedding these within teaching and learning. Wider skills may include: employability skills; using imagination; transferable skills; critical thinking, etc.

The importance of creating an inclusive teaching and learning environment, including real work environments, if appropriate. Making learners feel comfortable and safe to learn. Consider ways to establish ground rules with learners.

The importance of selecting teaching and learning approaches, resources and assessment methods to meet individual needs. Consider the knowledge and skills of learners; number of learners; any specific support needs; interests of learners; potential barriers to learning; learning styles; diversity of learners, etc. Safeguarding learners in the classroom and when they are using online resources, in line with setting's policy for internet use.

How to engage and motivate learners. Types of motivation – including intrinsic and extrinsic. Factors affecting learner motivation e.g. subject interest, learner perception of subject usefulness, general desire to achieve, self confidence and self-esteem. Strategies to promote learner motivation such as - good use of subject knowledge to make learning interesting; linking learning to vocational practice; promoting learners' self-esteem and confidence; giving feedback and setting goals, etc.

How to devise an inclusive teaching and learning plan for own area of specialism. Include learning aims and objectives; logical sequence of teacher led activities; learner activities for groups, pairs and individuals; opportunities for assessment and feedback; opportunities to embed English, mathematics, ICT and wider skills; suitable timing of activities; appropriate resources, evaluation. Teaching and learning plan formats – schemes of work, session plans, individual learning plans. How short term and longer term plans link together – e.g. session plans and schemes of work.

Planning of teaching and learning resources such as handouts, worksheets, case studies, textbooks and journals, ICT resources, audio-visual resources, real working or simulated environments, etc. Selecting appropriate resources for subject content and learners. How to use the resources effectively. Strengths and limitations of a variety of resources in relation to learner needs.

How to assess learners within a teaching and learning session. Choice of appropriate methods for subject and learners. For example, question and answer, quiz, pair task, presentation, demonstration of a skill, etc.

Communication with learners – ways to communicate; use of correct language; how to engage learners in communication. Ways to provide constructive feedback to learners – written, electronic, face to face. Things to consider when giving effective feedback.

How to reflect – questions to ask learners, peers and self. Tools to use for reflection. Information to use to inform reflective activity. Identifying own learning needs and areas to improve own practice. Setting own targets for improvement.

Assessment Tasks

Task 1

As part of a reflective journal, provide:

- A. A description of the main features of inclusive teaching and learning, together with an explanation of why it is important to create an inclusive learning environment to support individual learners
- B. A comparison of the strengths and limitations of the teaching and learning approaches used in your own area of specialism in relation to meeting individual needs. You may wish to present your comparison in a table.
- C. An explanation of why it is important to develop learners' English, mathematics, ICT and wider skills, identifying how you might do this in your own area of specialism.
- D. An explanation of why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs.
- E. An outline of methods that you might use to engage and motivate learners
- F. A summary of methods that you might use to establish appropriate ground rules for learning and behaviour.

(Assessment criteria covered 1.1, 1.2, 1.3, 2.1 2.2, 2.3 and 2.4)

Task 2

This task requires you to plan and deliver a micro-teaching session. Your micro teaching session must last for a minimum of 15 minutes and be observed and assessed by your teacher/tutor/trainer. You will also observe the micro teaching of your peers for at least 45 minutes and give them some feedback.

- A. Produce a written plan for your micro teaching session. The plan must provide for inclusive teaching and learning, and include:
 - Your overall aim for the session
 - Your specific objectives for the session
 - The teaching methods and learning activities you plan to use
 - The resources you plan to use
 - The assessment method/s you plan to use to check that learning has taken place
- B. Provide a rationale for your plan. This must explain why you chose:
 - The teaching methods and learning activities you plan to use
 - The resources you plan to use
 - The assessment method/s you plan to use

You must explain how each of the above element supports individual needs.
- C. Deliver your micro teaching session to your peer group drawing on your plan. During your micro teaching session, you need to make sure that you communicate with your learners clearly and provide them with constructive feedback to meet their individual needs.

(Assessment criteria covered 3.1, 3.2, 4.1, 4.2, 4.3)

Task 3

As part of a reflective journal, provide:

- A. A review of your micro teaching session. This should comment on the effectiveness of:
 - The teaching methods and learning activities you used
 - The resources you used

- The assessment method/s you used.

Your review should also identify:

- If you achieved your overall aim and specific objectives.
- Improvements you could make if delivering the micro teaching session again.

In producing your review, you should draw on the feedback you have received on your micro teaching session from your assessor and peers, and on your own thoughts about your session.

(Assessment criteria covered 5.1 and 5.2)

UNIT SPECIFICATIONS

Facilitate learning and development for individuals

Credit Value of Unit: 6

GLH of Unit: 25

Level of Unit: 3

Introduction

The purpose of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand principles and practices of one-to-one learning and development	1.1 Explain purposes of one-to-one learning and development
	1.2 Explain factors to be considered when facilitating learning and development to meet individual needs
	1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals
	1.4 Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development
	1.5 Explain how to overcome individual barriers to learning
	1.6 Explain how to monitor individual learner progress
	1.7 Explain how to adapt delivery to meet individual learner needs
2 Be able to facilitate one-to-one learning and development	2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives
	2.2 Implement activities to meet learning and/or development objectives
	2.3 Manage risks and safeguard learners participating in one-to-one learning and/or development
3 Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1 Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
	3.2 Explain benefits to individuals of applying new knowledge and skills
4 Be able to assist individual learners in reflecting on their learning and/or development	4.1 Explain benefits of self-evaluation to individuals
	4.2 Review individual responses to one to one learning and/or development
	4.3 Assist individual learners to identify their future learning and/or development needs

Indicative Content

The context in which individual learning may be an appropriate model, including geographical isolation, work-based learning. Identify the differences and similarities between 'coaching' and 'mentoring' as ways of supporting learners.

The advantages and disadvantages of individual learning E.g. individualised learning, mentoring, sharing ideas with tutor, inability to share views with peer group, geographical isolation, increased costs of delivery, face to face and virtual learning.

Methods for facilitating learning and development for individuals. E.g. instructions, demonstrations, individual activities, skills practice and feedback, e-learning, blended learning, real time chatroom, role plays, simulations and experiential learning. Evaluating the range of methods and selecting the correct ones for the individual learner.

Safeguarding learners and managing risks specifically when working with individual learners. Current legislation and policies. Confidentiality, data protection, risk assessment of activities, health and safety issues. Use of electronic data and associated risks.

Identifying barriers to learning of individuals. Environmental and resource barriers. How to overcome these barriers. Theories of motivation and basic needs.

Methods for monitoring learner progress. E.g. observation, self and peer assessment, oral questioning. Making records of this progress, including electronic records.

Obtaining and using feedback with individuals to improve learning and development. Individual questioning, questionnaires, evaluations from learners, reflection activities. How to adapt delivery in response to this feedback. Gaining approval for change from learner.

Facilitate learning with individuals. E.g. managing activities; clarity of instructions; timing; enabling learners to participate; providing support where needed; creating a positive learning environment; learner agreement; managing risks; promotion of equality and diversity. Sharing resources with learner prior to session using relevant media. Planning and recording documents, including electronic records.

Motivating and supporting individual learners to apply what they have learned into their everyday lives. Activities to enable learners to identify skills and knowledge learned. Sharing activities when appropriate with other learners. Identifying support available such as specialist practitioners or mentors. Ways to provide feedback to the individual. Principles of giving feedback.

Benefits of reflection. Methods to help learners reflect on their own learning and development. Tools to use for self-evaluation, such as open questions, questionnaires and check lists. On-line tools available. Enabling learners to create an action plan for future learning in negotiation with others. Practitioner records, including electronic.

Assessment Tasks

Learners must complete the following tasks using evidence from real work performance. It may help to select one learner around whom you may base your evidence. However, depending on frequency of your one-to-one sessions/meetings it may be necessary to discuss more than one learner, but on an individual basis.

Task 1

- A. Write a report about your chosen learner(s) – the course they are following, attendance patterns, the environment in which they are learning, their individual learning and development needs and identify any potential barriers to their learning.
- B. Explain how you gained the information on their learning needs and what the benefits may be from their learning on an individual, one-to-one basis, in particular consider how this will meet their individual needs. Discuss how you will address any barriers to learning you have identified.

The above will probably be in the form of a written statement but may include products of work, for example, records of individual learning needs and potential barriers.

(Assessment criteria covered 1.1, 1.2 and 1.5)

Task 2

- A. Provide a comprehensive learning and development plan for the individual(s). The plan should cover learning objectives, activities, assessment opportunities and resources required to facilitate learning. The plan should cover at least three sessions or similar learning opportunities.
- B. Provide a detailed rationale to fully explain the reasons behind your planning decisions. Discuss the following points in your rationale:
- How methods for teaching on a one-to-one basis differ from methods used when teaching groups.
 - Why you have planned the specific learning activities and the effectiveness of these in meeting individual needs.
 - How you have provided practical opportunities for the learner to apply their new skills or learning within the session.
 - How you will monitor progress of the individual(s) by reference to the planned activities.
 - How you will provide feedback to the individual learner.
 - How you will safeguard the individual(s) and manage risk, specifically when you are working on a one-to-one basis.

(Assessment criteria covered 1.3, 1.4 and 1.6 and 3.1)

Task 3

Facilitate learning with an individual learner on at least one occasion whilst being observed by your tutor or agreed observer. Provide your observer with your overall planning document and a plan for the observed session. Ask your observer to provide written feedback on your performance. You should refer to your setting's safeguarding and risk assessment policies to make sure that this session is fully compliant.

Learners must ensure that the observed session provides sufficient content to meet the assessment criteria for this task and that this is supported within the written feedback from the observer.

(Assessment criteria covered 2.1, 2.2, 2.3, 3.1, and 3.2)

Task 4:

As part of a reflective journal:

- A. Evaluate the progress of your individual learner(s) with their learning. Explain how you supported your learner(s) to self-evaluate and identify their future learning and development needs. Detail the outcome of this evaluation and state what you will do to address any issues.
- B. Reflect on your own performance in facilitating learning with individuals, detailing the adaptations you had to make in response to feedback from the learner(s).

The evidence for the above is likely to be in the form of a written reflection with associated products of work such as learner self-evaluations.

Assessment criteria covered 1.7, 4.1, 4.2 and 4.3. NB it may be possible to cover 4.1, 4.2 and 4.3 within the observed session above.)

Learners must ensure they address all unit assessment criteria when completing the above tasks.

NB: Evidence for this unit must come from the learner's real work based practice and must not be a simulation.

UNIT SPECIFICATIONS

Introduction

The purpose of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations and experiential learning. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand principles and practices of learning and development in groups	1.1 Explain purposes of group learning and development
	1.2 Explain why delivery of learning and development must reflect group dynamics
	1.3 Evaluate methods for facilitating learning and development to meet the needs of groups
	1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups
	1.5 Explain how to overcome barriers to learning in groups
	1.6 Explain how to monitor individual learner progress within group learning and development activities
	1.7 Explain how to adapt delivery based on feedback from learners in groups
2 Be able to facilitate learning and development in groups	2.1 Clarify facilitation methods with group members to meet group and individual learning objectives
	2.2 Implement learning and development activities to meet learning objectives
	2.3 Manage risks to group and individual learning and development
3 Be able to assist groups to apply new knowledge and skills in practical contexts	3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts
	3.2 Provide group feedback to improve the application of learning
4 Be able to assist learners to reflect on their learning and development undertaken in groups	4.1 Support self-evaluation by learners
	4.2 Review individual responses to learning and development in groups
	4.3 Assist learners to identify their future learning and development needs

Indicative Content

The advantages and disadvantages of learning in a group. E.g. sharing ideas, respecting the views of others, costs of delivery. Face to face and virtual group learning.

How groups work; their various stages of development; group dynamics; group work theories; roles within groups. The implications of this for facilitating learning and development in groups.

Methods for facilitating learning and developing in groups. E.g. presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, real time chatroom, role plays, simulations and experiential learning. Facilitating learners to work collaboratively on line. Evaluating the range of methods and selecting the correct ones for the learner group.

Safeguarding learners and managing risks when working with groups of learners. Current legislation and policies. Confidentiality, data protection, risk assessment of activities, health and safety issues. Use of electronic data and associated risks.

Identifying barriers to learning of individuals in groups and the group as a whole. Environmental and resource barriers. How to overcome these barriers. Theories of motivation and basic needs.

Methods for monitoring learner progress within groups. E.g. observation, self and peer assessment, roles taken in tasks. Making records of this progress, including electronic records.

Obtaining and using feedback from groups to improve learning and development. Questions in class, questionnaires, evaluations from learners, reflection activities. How to adapt delivery in response to this feedback. Gaining approval for change from learners.

Facilitate learning in groups. E.g. managing activities; clarity of instructions; timing; enabling learners to participate; providing support where needed; creating a positive learning environment; group contracts; managing risks; promotion of equality and diversity. Sharing resources with learners prior to session using relevant media. Planning and recording documents, including electronic records.

Motivating and supporting groups of learners to apply what they have learned into their everyday lives. Activities to enable learners to identify skills and knowledge learned. Sharing activities with peers. Identifying support available such as specialist practitioners or mentors. Ways to provide feedback to the group and individuals. Principles of giving feedback.

Benefits of reflection. Methods to help learners reflect on their own learning and development. Tools to use for self-evaluation, such as open questions, questionnaires and check lists. On-line tools available. Enabling learners to create an action plan for future learning. Practitioner records, including electronic.

Assessment Tasks

Learners must complete the following tasks using evidence from real work performance. It may help to select one group of learners around which to base the evidence.

Task 1

- A. Write a report about your chosen group of learners – the course they are following, attendance pattern, the environment in which they are learning, number of learners, individual learning and development needs, dynamics within the group, barriers to learning within the group.
- B. Explain how you gained the information on learning needs from learners and how they will benefit from learning in a group. Discuss how the group dynamics will affect your planning and how you intend to overcome barriers to learning.

The above will probably be in the form of a written statement but may include products of work, for example, records of individual learning needs and potential barriers.

(Assessment criteria covered 1.1, 1.2, 1.5)

Task 2

- A. Provide a comprehensive learning and development plan for the group. The plan should cover

learning objectives, activities, assessment opportunities, resources and planning for individuals. The plan should cover at least three sessions/learning opportunities.

- B. Provide a detailed rationale to fully explain the reasons behind your planning decisions. Discuss the following points in your rationale:
- How methods for teaching groups differ from methods used when teaching on a one-to-one basis.
 - Why you have planned the specific learning activities and the effectiveness of these in meeting both group and individual needs.
 - How you have provided practical opportunities for the learners to apply their new skills or learning within the session.
 - How you will monitor individual progress using the activities.
 - How you will provide feedback to individuals and the group as a whole.
 - How you will safeguard individuals and manage risk when facilitating activities.

(Assessment criteria covered 1.3, 1.4, 1.6 and 3.1)

Task 3

- A. Facilitate learning with your group on at least one occasion. Plan to be observed for this session/part of session. Provide your observer with your overall planning document and a specific plan for the observed session. Ask your observer to complete some written feedback on your performance. You should refer to your setting's safeguarding and risk assessment policies to make sure that this session is fully compliant.

Learners must ensure that the observed session provides sufficient content to meet the assessment criteria for this task and that this is supported within the written feedback from the observer.

(Assessment criteria covered 2.1, 2.2, 2.3, 3.1 and 3.2)

Task 4:

As part of a reflective journal:

- A. Evaluate your group's progress with their learning. Explain how you supported your learners to self-evaluate and identify their future learning and development needs. Detail the outcome of this evaluation and state what you will do to address any issues.
- B. Reflect on your own performance in facilitating learning in groups, detailing the adaptations you had to make in response to feedback from learners.

The evidence for the above is likely to be in the form of a written reflection with associated products of work such as learner self-evaluations.

(Assessment criteria covered (1.7, 4.1, 4.2 and 4.3) NB it may be possible to cover 4.1, 4.2 and 4.3 within the observed session above.)

Learners must ensure they address all unit assessment criteria when completing the above tasks.

NB: Evidence for this unit must come from the learner's real work based practice and must not be a simulation

UNIT SPECIFICATIONS

Introduction

The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand types and methods of assessment used in education and training	1.1 Explain the purposes of types of assessment used in education and training 1.2 Describe characteristics of different methods of assessment in education and training 1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs 1.4 Explain how different assessment methods can be adapted to meet individual learner needs
2 Understand how to involve learners and others in the assessment process	2.1 Explain why it is important to involve learners and others in the assessment process 2.2 Explain the role of peer and self-assessment in the assessment process 2.3 Identify sources of information that should be made available to learners and others involved in the assessment process
3 Understand the role and use of constructive feedback in the assessment process	3.1 Describe key features of constructive feedback 3.2 Explain how constructive feedback contributes to the assessment process 3.3 Explain ways to give constructive feedback to learners
4 Understand requirements for keeping records of assessment in education and training	4.1 Explain the need to keep records of assessment of learning 4.2 Summarise the requirements for keeping records of assessment in an organisation

Indicative Content
<p>Role of assessment in teaching and learning to include what it is, who it is for, why we need to assess learners and how it is central to teaching and learning. How assessment is planned to include why, when, where, what and how.</p> <p>Types of assessment and their strengths and limitations, including initial, diagnostic, formative and summative assessment.</p> <p>Assessment methods, for example – direct observation, formal written methods, oral questioning, discussions and debates, group and paired tasks, long and short-term projects, reflective journals, real working environments, quizzes, online forums and blogs etc. Choosing the correct assessment methods. Characteristics of different methods. Strengths and limitations of different methods in relation to meeting learner needs. Validity and reliability within assessment methods.</p> <p>Adaptations that can realistically be made to assessments in order to meet individual learner needs. For example, giving more time, provision of a scribe or signer, enlarged text, use of assistive technology, etc.</p> <p>The benefits of including learners in the assessment process, such as motivation, ownership, being prepared, reducing fear, etc. The importance of involving others in the process when appropriate such as to support a</p>

learner or for quality assurance purposes.

The role of peer and self-assessment in the assessment process. How their use can increase the skills of learners, for example: in giving feedback; recognising own achievements; becoming familiar with assessment requirements; improving listening and observation skills, etc.

Sources of information that should be given to learners and others with a legitimate interest in the assessment process. Such as: awarding organisation details; assessment timetable; who will be involved; appeals procedure; vocational standards, etc.

Key features of constructive feedback such as: clear, descriptive, specific, positive, helpful, immediate, giving options, etc. How effective feedback contributes to the assessment process, for example, by building confidence and providing learning opportunities, etc. How and when to give constructive feedback. Oral, written and electronic feedback.

The assessment records that are required and why they are important. Organisational requirements for record keeping. Written and electronic records. Access to records. The importance of confidentiality in the assessment process.

Assessment Tasks

Task 1

You have been asked by your workplace to deliver a short presentation on assessment and record-keeping in your area of practice. You should provide your preparatory notes to your tutor to demonstrate your understanding of the unit assessment criteria.

- A. Describe the following types of assessment and explain how, when and where they may be used in education and training –
- Initial assessment
 - Diagnostic assessment
 - Formative assessment
 - Summative assessment
- B. Produce a chart showing main features of three different methods of assessment used in education and training. This may include formal written assessment, oral questions, observation, practical tasks related to vocational area, discussions and group tasks, reflective accounts and diaries, online quizzes and tasks, case studies, portfolios of evidence and any other appropriate methods. Discuss the benefits and challenges associated with the methods of assessment you have described in relation to meeting the needs of individual learner(s).
- C. With reference to the methods described above, explain how these methods could be adapted to meet individual learner needs.
- D. Describe the assessment records that may be kept by educational or training settings. Explain their value and importance to the overall assessment process.

(Assessment criteria covered 1.1, 1.2, 1.3, 1.4, 4.1 and 4.2)

Task 2

This task is based on the following scenario.

You have been asked to deliver a short course to a group of fifteen learners. The group will comprise learners of mixed ability, with some learners being more able and some having specific learning needs. One learner has dyslexia and needs some support with reading and writing. They have good speaking and listening skills. One learner has a moderate hearing impairment and finds it challenging to hear when there is background noise. They support their understanding by lip-reading. During the course, learners will take assessments to enable them to demonstrate the knowledge and skills they have developed. Three of the learners have met with you as individuals to explain how concerned they are about being assessed. In particular one learner has described their low self-esteem resulting in their inability to accept criticism.

- A. Taking account of the needs of both the group and individuals, explain, with reference to supporting

individual learner needs:

- the benefits of involving all learners in the assessment process
- the role of self-assessment and peer assessment to support learners in the assessment process

- B. Identify resources that should be made available to the learners and explain how these will guide them through the assessment process. Examples may include written assignment or task briefs, clear assessment criteria, information on requirements for presentation of work, and the sign-posting of additional resources and/or practice papers.
- C. Describe how you would ensure that feedback is constructive for the learners and explain how your feedback would contribute to the assessment process. Outline two ways you would provide constructive feedback to the learner group to support their development whilst taking into account individual learner needs identified in the above scenario.

(Assessment criteria covered 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3)

UNIT SPECIFICATIONS

Understanding the principles and practices of assessment

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 3

Introduction

The purpose of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment. 'Practitioner' means anyone with a learning and development responsibility as the whole or part of their role.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand the principles and requirements of assessment	1.1 Explain the functions of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to assessment in own area of practice
2 Understand different types of assessment method	2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3 Understand how to plan assessment	3.1 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 Explain how to minimise risks through the planning process
4 Understand how to involve learners and others in assessment	4.1 Explain why it is important of involve the learner and others in the assessment process 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process 4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners
5 Understand how to make assessment decisions	5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient; • authentic; and • current 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria; • valid; • reliable; and • fair
6 Understand quality assurance of the	6.1 Evaluate the importance of quality assurance in

assessment process	the assessment process
	6.2 Summarise quality assurance and standardisation procedures in own area of practice
	6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7 Understand how to manage information relating to assessment	7.1 Explain the importance of following procedures for the management of information relating to assessment
	7.2 Explain how feedback and questioning contribute to the assessment process
8 Understand the legal and good practice requirements in relation to assessment	8.1 Explain legal issues, policies, and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
	8.2 Explain the contribution that technology can make to the assessment process
	8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
	8.4 Explain the value of reflective practice and continuing professional development in the assessment process

Indicative Content

The function of assessment in teaching and learning. For example, to check learning has taken place; to identify progress made; to record achievement; to gain a qualification; as a selection tool; as a diagnostic tool to identify individual needs; to increase learner confidence; to identify gaps in knowledge and skills; to recognise prior learning. Types of assessment: initial, diagnostic, formative, summative, self and peer assessment. Key concepts and principles of assessment. Fitness for purpose. Assessments should be ethical, explicit and transparent, efficient, accountable, equitable and accessible, monitored and reviewed, realistic, consistent, contextualised. They should support the learning process. Consideration must be made of practicality and manageability of the assessment tasks. Assessments must show validity, reliability, sufficiency, authenticity and currency.

Assessor responsibilities. To be competent and current in subject/vocational area and in the skills of assessing. To ensure assessments adhere to concepts and principles above. Planning and managing the assessment process. Maintaining records of assessment. Liaising with internal staff and external awarding organisations. Consider responsibilities to the learner, the organisation, the employer, etc. Regulations and requirements relevant to assessment. Bodies responsible for setting standards, for example, Sector Skills Councils. Awarding organisations. Government bodies. Relevant acts, local policies and procedures such as health, safety and welfare, equality and diversity, inclusion, safeguarding and data protection.

Range of assessment methods such as written tests; observations; presentations; case studies; assignments; journals; portfolios; different types of questions; online tasks and forums; discussions and debates; group and paired tasks. Strengths and limitations of these in relation to individual needs.

Factors to consider when planning assessments. For example: requirements of course/qualification; needs of learners; resources; timing; needs of employers; purpose of the assessment.

Holistic approaches to assessment. The benefits such as: reduction in number of assessments; simplification of process; reduction in time needed; reduction in cost; reflects the real world of work and optimises evidence opportunities. How to plan holistically using a range of methods to link criteria within a task. Risks in assessment and how to minimise them. For example: bias; competency of assessor; impracticality of task; inequality; inaccessibility. Specific risks in subject/vocational area.

How and when to involve learners in the assessment process. What learners need to know. Ensuring the assessment meets the needs of learners. Preparing learners for assessment. Negotiation in assessment. Learner responsibility. Provision of an assessment plan. Appeals procedure. Use of peer and self-assessment – observations, witness/learner statements, reflection. Use of feedback and questioning. Action planning with learner.

How to adapt assessments to meet the needs of individuals. Identifying potential barriers, for example: visual impairment, bilingualism, dyslexia, physical disability, etc. Alternative assessment tasks/resources; special assessment requirements and how to apply for these. Use of learning support. Use of assistive technology. Considerations relating to potential inequality and discrimination.

Quality assurance of the assessment process. Roles of people involved – learner, assessor, expert witness, supervisor, internal and external quality assurer, exams officer, etc. Reasons for ensuring quality assurance of assessment. Assuring the whole learner journey. The process in own organisation. For example: quality assurance plans; checking learner registrations; checking assessment plans; standardisation and double marking; observation of assessments; sampling of assessments, etc. Appeals policy and procedure. Managing assessment information. Confidentiality; record keeping; storage of documents; sharing of information with others; use of technology. Policies related to use and storage of information. Electronic transfer of information to relevant bodies.

Use of technology to enhance the assessment process. Online assessment tools. Internet research. Forums: discussion rooms; live group chat; online diary/blog; use of online word documents to share written work; activities on tablets/phones. Use of audio or video recordings; presentation software; electronic marking. Consideration of risks involved such as plagiarism, reliability of source material from the internet, authenticity and confidentiality. Tools available to check work for plagiarism.

Reflective practice and continuing professional development. Values of reflective practice. Tools for self-assessment. Consider strengths, weaknesses, achievements, potential barriers and possible resolutions. Use of feedback from others to make changes in future performance. Future development opportunities. Action

Assessment Tasks

This is a Learning and Development unit and it is recommended that the unit is assessed in the workplace. However, it is not necessary to undertake real practice to gain this unit. Learners in relevant work can relate to own their experience to complete the assessment tasks. If learners are not yet in a work role, they can relate the tasks to their intended role. Learners are also encouraged to relate this to evidence from other units.

Task 1

You have been asked by your workplace to write a report that will be used to inform new staff about the assessment practice within the organisation. It should show your understanding of assessment in teaching and learning and explain simply how this translates to your workplace. Cover the following in your report:

- Why assessment is used – what functions does it have?
- The key concepts and principles of assessment - what do they mean?
- The responsibilities of the assessor and others involved in the assessment process.
- Specific regulations and requirements relevant to your organisation, including the types of information that are made available to learners and others.
- Legal issues, policies and procedures connected to implementing assessment in your organisation including those relating to health, safety and welfare and also to confidentiality and handling information.
- An evaluation of how your organisation ensures equality and promotes diversity within assessment. Include some comments in relation to bilingualism.
- Why quality assurance is important within the assessment process and the relevant procedures in place within the organisation, including in the case of a dispute.

Your report can include pictorial information such as flow charts as well as written text.

(Assessment criteria covered: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 6.1, 6.2, 6.3, 7.1, 8.1, 8.3)

Task 2

Produce a table to show the comparison between a variety of assessment methods that could be used in your area of education and training. Evaluate their strengths and limitations in relation the needs of individual learners. Include at least five relevant assessment methods.

(Assessment criteria covered: 2.1, 4.4)

Task 3

- A. Create an assessment plan to be used in your own area of work. The plan should cover sufficient time to allow for a variety of methods of assessment to be planned, but does not have to be for a whole course. You should use a holistic approach to the assessment where possible and include some form of peer and self-assessment. The plan should be presented in the format used in your place of work or one suggested by your tutor.
- B. As part of a Reflective Journal, provide a rationale for the decisions you have made in planning the assessments. This rationale should include:
- The factors you have considered when creating the assessment plan.
 - The benefits in using a holistic approach where possible and how you have attempted to do this within your assessment plan.
 - How you will ensure assessment evidence is sufficient, authentic and current.
 - How you will ensure assessment decisions are made against the relevant criteria, valid, reliable and fair.
 - The risks that may be involved in the assessments and how you intend to minimise them.
 - The importance of involving the learner in the process, including how you will effectively involve them via questioning, feedback, peer and self-assessment.
 - The importance of involving others with a legitimate interest in the assessment process
 - How you can adapt your assessments to meet the needs of individual learners.
 - The potential for using technology within your assessment process.

- How valuable you have found the act of reflection on your assessment planning and your thoughts on your further professional development requirements.

(Assessment criteria covered: 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 5.1, 5.2, 7.2, 8.2, 8.4)

Tutor Guidance for Unit

Please note that this unit also appears in the following Ascentis qualifications:

- *Ascentis Level 3 Award in Understanding the Principles and Practices of Assessment (501/1751/8)*
- *Ascentis Level 3 Award in Assessing Competence in the Work Environment (501/1750/6)*
- *Ascentis Level 3 Award in Assessing Vocationally Related Achievement (501/1730/0)*
- *Ascentis Level 3 Certificate in Assessing Vocational Achievement (501/1731/2)*

APPENDIX 1

Summary Record of Achievement

Learner Name _____

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understanding roles, responsibilities and relationships in education and training	3	3			
Understanding and using inclusive teaching and learning approaches in education and training	3	6			
Facilitate learning and development for individuals	3	6			
Facilitate learning and development in groups	3	6			
Understanding assessment in education and training	3	3			
Understanding the principles and practices of assessment	3	3			

Minimum Credit Value of Qualification _____

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary of Practice Requirements

Unit		Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Mandatory unit				
Group A	Understanding roles, responsibilities and relationships in education and training Level 3 (Mandatory unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
Optional units				
Group B	Understanding and using inclusive teaching and learning approaches in education and training Level 3 (Optional unit)	Yes	Yes	For this optional unit there is a requirement to undertake microteaching for assessment purposes.
	Facilitate learning and development for individuals Level 3 (Optional unit)	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment
	Facilitate learning and development in groups Level 3 (Optional unit)	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment
Group C	Understanding assessment in education and training Level 3 (Optional unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
	Understanding the principles and practices of assessment Level 3 (Optional unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.

Observed Microteaching Report

Ascentis Level 3 Award in Education and Training

Learner: _____ **Date:** _____

Topic: _____ **Duration:** _____

Planning & Preparation	Yes	No	
Provide a clear inclusive teaching and learning plan			
Provide clear aims and objectives			
Provide suitable learning resources to meet all learner needs			
Create an appropriate learning environment			
Delivery	Yes	No	
Start the session with a clear introduction			
Use effective communication with all learners to meet their individual needs			
Use inclusive teaching and learning strategies			
Use learning resources with learners to meet their individual needs			
Show effective application of subject knowledge			
Manage the time effectively			
End the session with a clear conclusion			
Assessment & Feedback	Yes	No	
Use relevant assessment methods to meet individual learner needs			
Provide constructive feedback to learners to meet their individual needs			

Summary Review

Strengths	Areas for development

Name of observer: _____ Status of observer: _____

Observer signature: _____ Learner signature: _____

Observed Checklist – Facilitate Learning and Development for Individuals
Ascentis Level 3 Award in Education and Training

Learner: _____ Date: _____

Topic: _____ Duration: _____

Did the learner?	Yes	No	How was competence met?
Facilitate one to one learning and development			
Clarify facilitation methods with individuals to meet their learning and/or development objectives (2.1)			
Implement activities to meet learning and/or development objectives (2.2)			
Manage risks and safeguard learners participating in one-to-one learning and/or development (2.3)			
Assist individual learners in applying new knowledge and skills in practical contexts			
Develop opportunities for individuals to apply their new knowledge and learning in practical contexts (3.1)			
Explain benefits to individuals of applying new knowledge and skills (3.2)			
Assist individual learners in reflecting on their learning and/or development			
Explain benefits of self-evaluation to individuals (4.1)*			

Review individual responses to one-to-one learning and/or development (4.2)*			
Assist individual learners to identify their future learning and/or development needs (4.3)*			

***Learners may or may not demonstrate competence against these criteria during observation. If these criteria are not met within an observation, they must be covered in the Reflective Journal (Assessment task 4 for this unit).**

Summary Review

Strengths	Areas for development

Name of observer: _____ Status of observer: _____

Observer signature: _____ Learner signature: _____

Observed Checklist – Facilitate Learning and Development in Groups
Ascentis Level 3 Award in Education and Training

Learner: _____ Date: _____

Topic: _____ Duration: _____

Did the learner?	Yes	No	How was competence met?
Facilitate learning and development in groups			
Clarify facilitation methods with group members to meet group and individual learning objectives (2.1)			
Implement learning and development activities to meet learning objectives (2.2)			
Manage risks to group and individual learning and development (2.3)			
Assist groups to apply new knowledge and skills in practical contexts			
Develop opportunities for individuals to apply new knowledge and skills in practical contexts (3.1)			
Provide group feedback to improve the application of learning (3.2)			
Assist learners to reflect on their learning and development undertaken in groups			
Support self-evaluation by learners (4.1)*			

Review individual responses to learning and development in groups (4.2)*			
Assist learners to identify their future learning and development needs (4.3)*			

***Learners may or may not demonstrate competence against these criteria during observation. If these criteria are not met within an observation, they must be covered in the Reflective Journal (Assessment task 4 for this unit).**

Summary Review

Strengths	Areas for development

Name of observer: _____ **Status of observer:** _____

Observer signature: _____ **Learner signature:** _____

Level 3 Descriptors

Level Descriptor Extract: Level 3				
Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
3	Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</p> <p>Interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature of the area of study or work.</p> <p>Have awareness of different perspectives or approaches within the area of study of work.</p>	<p>Address problems that, while well defined, may be complex and non-routine.</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and chosen actions have been.</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility of supervising or guiding others.</p> <p>Exercise autonomy and judgement within limited parameters.</p>

Ofqual (2007) *Level Descriptors for positioning units in the Qualifications and Credit Framework tests and trials* (Version 2) London. Ofqual

Level 3 Descriptors

By the end of the programme, learners will be able to demonstrate:

Awareness of the relationship between theory and practice
 Awareness of key concepts and principles in their area of study
 Application of their knowledge and understanding of key concepts and principles to personal and professional practice
 Evidence of reading
 Development of academic writing skills
 Clear expression of ideas and arguments
 Awareness of the Harvard bibliographical referencing system
 Effective communication of information and arguments to a range of audiences
 Accurate use of grammar, punctuation and spelling
 Evidence of commitment to working within a professional value base

Lesson/Session Plan

Name of trainee teacher:	Topic:
Date:	Anticipated number of learners:
Aim(s): 1. 2.	
Objectives: By the end of the lesson/session learners will be able to: 1. 2.	

Timing	Obj No.	Teacher/Tutor Activity	Learner Activity	Assessment methods	Resources	Meeting individual needs	Opportunities for developing learners' English, mathematics, ICT and wider skills / Promoting equality and diversity

Cover Sheet for Centre Devised Assessment Tasks

Cover Sheet for the Submission of Assignment Tasks for Qualifications within Education and Training for approval by Ascentis

Qualification Title	
Qualification Subject Code	Qualification Level
Title of the Assessment tasks	
Centre Name	
Name of Coordinator	
Signature of Coordinator	Date

Please enclose the assignments for approval together with this cover sheet and return to qualityassurance@ascentis.co.uk. Within each assignment mapping of the tasks to the assessment criteria must be included and the assessment tasks should cover all the assessment criteria of the unit at a particular level.

Please list in the box below any additional information that you may wish to give in support of this submission. (You may attach a separate sheet)

Additional Information in Support of the Submission

For Ascentis use only						
<i>Approved</i>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	<i>Referred</i>	<input type="checkbox"/>
Ascentis Quality Manager Signature						
Date						

Authenticity Cover Sheet

Authenticity Cover Sheet

Name of learner: _____

Qualification title: _____

1. I confirm that all the work submitted in this assignment is my own
2. I confirm that I used the Harvard referencing system to acknowledge all quotes and all references to research and wider reading

Learner's signature: _____ Date: _____

Assessor's name and signature: _____ Date: _____

Internal Verifier's name and signature: _____ Date: _____

Glossary

The table gives definitions for each of the terms used and Acronyms in this document

Acronym/Term	Definition
BIS	Department for Business, Innovation and Skills
Credit	One credit equates to ten notational hours of learning
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Microteaching	An activity where trainee teachers prepare and deliver a short teaching and learning session to their peers following which they evaluate their practice
Ofqual	Office of Qualifications and Examinations Regulation
PTLLS	(Award in) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RPL	Recognition of Prior Learning

Resources

Level 3 Award in Education and Training - Suggested Resources

The following resources are suggested as relevant for use as a reading list by learners on the Level 3 Award in Education and Training programme. The list is not intended to be definitive or exhaustive. Teaching teams are encouraged to review the resources which will support their learners and incorporate these into the Level 3 Award in Education and Training teaching programme.

Books:

- Armitage A et al (2016) Teaching In Post-14 Education and Training 5th Edition Open University Press
- Avis J Fisher R and Thompson R (Editors) (2015) Teaching in Lifelong Learning: A Guide to Theory and Practice 2nd Edition Open University Press.
- Gravells A (2014) The Award in Education and Training Learning Matters
- Morrison McGill R (2015) Teacher Toolkit: Helping You Survive Your First Five Years Bloomsbury Education
- Petty G (2014) Teaching Today A Practical Guide 5th Edition Oxford University Press
- Race P (2014) Making Learning Happen: A Guide for Post Compulsory Education Sage
- Wiliam D (2011) Embedded Formative Assessment Solution Tree Press

Publications:

- http://www.et-foundation.co.uk/wp-content/uploads/2014/05/4991-Prof-standards-A4_4-2.pdf
- <https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-further-education-and-skills>
- <https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>
- <https://www.feadvice.org.uk/sites/default/files/Minimum%20Core%20Guidance%20November%202016.pdf>

Websites:

- <https://www.feadvice.org.uk>
- <http://www.et-foundation.co.uk>
- <https://set.et-foundation.co.uk>
- <http://geoffpetty.com>
- <https://www.tes.com/news/further-education>
- <http://www.excellencegateway.org.uk/>
- <http://www.ukfechat.com>

Social Media:

@FEWeek
@CarlessDavid
@RacePhil
@Dylanwilliam
@GeoffreyPetty
@tesfenews
@educationgovuk