



# Ascentis Level 3 Award in Education and Training Specification

**Ofqual Number: 601/0306/1**

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## ABOUT ASCENTIS

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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

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### 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
<b>Credits from equivalent units:</b>				
Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
<b>Credits from exemptions:</b>				
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](http://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](http://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](http://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*<sup>1</sup>. 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](http://www.ascentis.co.uk) or through contacting the Ascentis office.

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<sup>1</sup> 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

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### 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](http://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

- What it means to be a teacher in education and training including the importance of context and how this influences the functions of a teacher
- Working with 14-16 year olds; 16-19 year olds and 19+ learners
- Relevant legislation and how this impacts on the role of the teacher and the experience of the learner in the classroom
- Understanding the Overarching Professional Standards for teachers, tutors, trainers in education and training
- Teacher responsibilities in relation to equality and diversity
- The range and roles of professionals involved in teaching and supporting learners and referring learners for support
- Working within professional boundaries as a teacher
- Maintaining professional relationships with colleagues involved in teaching and supporting learning
- Recognising the Functional Skills of Literacy, language and numeracy (LLN) learners need to succeed on their programme of learning and identifying ways of supporting learners to develop these skills, **e.g. embedding LLN into vocational programmes**
- Understanding own role in identifying and meeting learners' needs
- Managing the physical, social and learning environment to promote and encourage individual and group learning in a safe and secure setting

#### ICT Focus

- Explore and show awareness of different pathways and methods of communication using ICT within an educational context i.e. MSN, Facebook, email, consider professional boundaries.

- Student teachers to set up professional email accounts and consider the impact this method of communication can have on roles and responsibilities both as a teacher and a student
- Use email or blog to create a professional reflective journal
- Discuss and consider safeguarding issues relating to online practice
- Locate internet policy within own work place recognising the need to maintain and update policies as an on-going process

Possible resources to support the above could include: Hotmail, Gmail, Yahoo, eblogger, BlogSpot, blogster, Child Net <http://www.childnet-int.org/> Child Exploitation and Protection Centre <http://ceop.police.uk/>

Note: Fast browsers will help when using and working with the internet, these may include – Firefox, Safari, Google Chrome, Opera Browser

## Assessment Tasks

### Understanding roles, responsibilities and relationships in education and training.

Candidates should produce a report exploring teaching roles, responsibilities and relationships in education and training (1500 to 1750 words)

The report must include the following sections:

Section	LOs	ACs
1. A review of the teaching / training role, explaining its responsibilities and limits, how teachers work within professional boundaries, how to work with other professionals who support learners and points of referral to meet learners' needs.	1 3	1.1 3.1, 3.2, 3.3
2. A review of the records that must be maintained and the reasons for them.	1 2	1.1 2.1
3. A summary of specific legislation that must be complied with / of which teachers must be aware.	1	1.2
4. A discussion of equality and diversity issues relevant to a teaching / training situation.	1	1.3, 1.4
5. A description of the importance of promoting and maintaining a safe and secure learning environment.	2	2.1, 2.2

Notes:

Candidates should include at least two academic references using the Harvard referencing system.

In completing the assessment task, candidates should cover and meet all of the unit assessment criteria as indicated above. Candidates should also meet the relevant level 3 descriptors which can be found in Appendix 4.

## 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

Understanding and evaluating **active learning** and **learner-centred** approaches to teaching and learning in own specialist area ,including:

- assessment for learning
  - co-operative learning
  - differentiation
  - embedding literacy, language and numeracy (LLN)
  - experiential learning
  - learning conversations
  - modelling
  - multi-sensory learning
  - relating theory and practice
  - using e-learning and technology
- 
- Inclusive learning practice and what it means for teachers in education and training
  - The range of inclusion challenges for teachers and learners – including barriers to learning
  - Types of motivation – including intrinsic and extrinsic motivation
  - Factors affecting learner motivation to work and learn e.g. subject interest, learner perception of subject usefulness, general desire to achieve, self-confidence and self-esteem
  - Strategies to promote learner motivation

Role of on-going constructive feedback in motivating learners

As part of delivering a micro teaching session the learner should know:

How to plan an inclusive learning session using **active learning** and **learner-centred** approaches

- Schemes of work: content - e.g. topics, aims and objectives, teaching and assessment methods, resources
- Session plans: content – e.g. aims and objectives, tutor activities, learner activities, assessment methods, resources, timings, strategies for differentiation, opportunities for embedding functional skills
- Learning and teaching resources: e.g. handouts, worksheets, case studies, diagrams and charts, textbooks, journals, range of audio-visual aids, new and emerging technologies
- Strengths and limitations of learning and teaching resources in relation to individual and group learning needs
- Making the link between a session plan and how the approaches outlined and detailed in the plan meet the individual needs of learners

Delivering an inclusive learning session which shows:

- An understanding of the strategies, tools and pedagogy approaches that support inclusivity
- Materials and resources that enable equal access to learning and assessment and how to adapt them
- An understanding of how learners can take responsibility for their own learning and become expert learners
- How to become a reflective practitioner

How to evaluate own practice and identify own learning needs in relation to inclusive teaching and learning

### ICT Focus

- Consider appropriate use of email and link to safeguarding issues in an educational context
- Investigate internet policy in the workplace and consider its impact on teaching and learning
- Use email or blog to create a reflective journal
- Use email to give constructive feedback to members of the group
- Identify how technology will develop your teaching and learning in the future to aid an inclusive approach to practice
- Consider the impact of social media both positive and negative on inclusivity in teaching and learning
- Use open source word processors to write, store and share written work, consider the impact on inclusive practice in relation to accessibility for learner groups, teachers and organisations
- Create and use an online space to store teaching materials i.e. planning and resources
- Produce a PowerPoint to support a teaching and learning session (Google presentations in Google)

docs or prezzi)

- Use an online word processor to produce resources (Open Office, Google Docs, Drop box)
- Add multimedia to taught sessions (You tube, Daily Motion)
- Create simple online e-profile / portfolio upload and store work completed on the course i.e. session plans, schemes of work, presentations and relevant reading undertaken (Google Sites, Dreamweaver, MySpace)
- Consider the inclusive nature of cloud computing relating to accessibility for learner groups

Possible resources to support the above could include: Internet policy from own educational setting, Email account, Facebook, Google +, Twitter, Tumblr, Google Docs, Open Office, YouTube, Daily Motion, Preszi, Google sites, BlogSpot, Google Books, Google Scholar, Drop box, Jisc Link Teaching Inclusively Using ICT [http://www.jisctechdis.ac.uk/pages/detail/online\\_resources/Teaching\\_Inclusively\\_Using\\_Technology](http://www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology)  
<http://www.jisc.ac.uk/news/stories/2009/03/hea.aspx>

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## Assessment Tasks

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

Candidates should complete the following tasks:

Task	LO	AC
<p>1. Explain what you understand by inclusive learning and how adopting inclusive learning approaches supports learners to achieve their learning goals.</p> <p>This task requires candidates to produce an individual written assignment that explains their understanding of inclusive learning and how adopting inclusive learning approaches supports achievement. Candidates should explain key features of inclusivity and recognise the strengths and limitations of approaches in their own specialism; the importance of English, maths and ICT; how and why the learning environment and specific teaching and learning resources are important elements of inclusive teaching. Finally, they should explain strategies that engage and motivate learners and summarise ways to establish ground rules.</p>	<p>1 2</p>	<p>1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.4</p>
<p>2. Plan and deliver an inclusive learning session which details teaching and learning and assessment strategies to be used with learners; resources and how these have been adapted to use with learners.</p> <p>This task requires candidates to plan and deliver an inclusive teaching and learning session. Candidates need to justify their selection of approaches, resources and assessment methods in respect of the specific topic/group taught. In delivering the session, candidates should communicate with learners and provide feedback to meet their individual needs. The session must be of at least 15 minutes duration and should be observed and assessed. Candidates must also observe or engage in other sessions to meet the total practice requirement of 1 hour. Teaching teams will observe each microteaching session and provide all candidates with written feedback in the form of an observation report.</p>	<p>3 4</p>	<p>3.1, 3.2 4.1, 4.2, 4.3</p>
<p>3. Evaluate the session you have delivered for its effectiveness in meeting the individual needs of learners and make suggestions on how the session might be improved.</p>	<p>5</p>	<p>5.1, 5.2</p>

Notes:

Candidates should include at least two academic references using the Harvard referencing system.

In completing the assessment task, candidates should cover and meet all of the unit assessment criteria as indicated above. Candidates should also meet the relevant level 3 descriptors which can be found in Appendix 4.

## 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
<p>1 Understand principles and practices of one-to-one learning and development</p>	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
<p>2 Be able to facilitate one-to-one learning and development</p>	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
<p>3 Be able to assist individual learners in applying new knowledge and skills in practical contexts</p>	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
<p>4 Be able to assist individual learners in reflecting on their learning and/or development</p>	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

- Contexts and circumstances when it is appropriate to work with individual learners
- Coaching and mentoring individual learners – the differences and similarities between both activities and when to use each
- Strategies for facilitating learning and development with individual learners including the range of coaching and mentoring strategies and identify which strategies work with individual learners
- Establishing the individual learning and development needs of learners
- Barriers to learning and development and ways of overcoming barriers to learning and development of individuals
- Understanding and managing the risks when working with individuals
- Safeguarding practices for facilitating learning and development of individuals
- Monitoring individual learner progress
- Ways of adapting delivery to meet individual learner needs
- Facilitating, motivating and supporting individual learners in applying what they have learned in the classroom into their everyday lives
- Supporting individual learners to reflect on their own learning and development and the learning and development process to enable them to understand the benefits of reflection on their own learning
- Supporting individual learners to identify their learning and development needs

### ICT Focus

- Sharing of work with mentors / peers using online storage such as Drop box, Google docs, Open Office
- Consider time issues and the benefits to working in real-time with a mentor / peers online
- Real time talk using Facetime Apple, Hangouts Google +, Skype or Chat in Gmail
- Consider the above for online tutorials one to one or as a group

Possible resources to support the above could include: Face time / Apple, Hangouts / Google +, Skype, Chat / Gmail, Drop box, Google docs, Open Office

Note: Fast browsers will help when using and working on the internet, these may include – Firefox, Safari, Google Chrome, Opera Browser

## Assessment Tasks

### Facilitate learning and development for individuals

Candidates should complete the following tasks:

Task	LO	AC
<p>1. Setting the learning and development scene. Describe and explain your role in terms of facilitating the learning and development of the learner. Explain how you have established the learner's individual learning and development needs. Identify the barriers the learner had and how you have worked to overcome these barriers.</p> <p>This task requires candidates to explain the purpose and factors to be considered when facilitating one to one learning and evaluate methods they may use. The management of risks and safeguards together with other individual barriers should also be explained. Finally, the monitoring of progress and adaptation of delivery to meet individual needs should also be explained.</p>	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
<p>2. Facilitating learning and development. Draw up an individual learning and development plan for your learner which details the learning and development needs of the individual learner. Explain how you have met the learning and development needs of your learner including specific strategies used, resources used and whether you adapted resources to meet the individual needs of your learner. Explain how you motivated your</p>	2 3	2.1, 2.2, 2.3 3.1, 3.2

<p>learner to persist with their learning and development and how your learner is using their learning and development outside the classroom.</p> <p>This task requires candidates to demonstrate how they facilitate one to one learning. Specifically, they are required to provide evidence that clarifies the specific facilitation methods used and how learning and development objectives are implemented. Managed risks and safeguards should also be outlined. Candidates should evidence how they have practically facilitated one to one development opportunities that allow individuals to apply new knowledge and learning and explain the individualised benefits these opportunities provide.</p>		
<p><b>3. Reviewing and evaluating learning and development.</b></p> <p>Evaluate the progress your learner has made in meeting their learning and development targets. Explain what worked and what did not work well. Explain what you might do differently in future. Include a statement from your learner describing the learning and development process for them and what they see as their future learning and development needs.</p> <p>This task requires candidates to explain the benefits of self-evaluation and then review individual responses to the one to one learning and/or development opportunities provided. Finally, evidence of how individuals have been assisted to identify their own future learning and development needs should be provided.</p>	4	4.1, 4.2, 4.3
<p>Notes:</p> <p>Candidates should include at least two academic references using the Harvard referencing system.</p> <p>In completing the assessment task, candidates should cover and meet all of the unit assessment criteria as indicated above. Candidates should also meet the relevant level 3 descriptors which can be found in Appendix 4.</p>		

## UNIT SPECIFICATIONS

### Facilitate learning and development in groups

**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 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

- How groups work; their various stages of development and the implications of this for facilitating learning and development of groups
- The benefits and drawbacks of learning in a group
- Safeguarding learners and managing risks when working with groups of learners
- Identifying barriers to learning of individuals in groups and how to overcome these barriers
- Methods for facilitating learning and developing in groups including presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations and experiential learning
- Evaluating the range of methods above
- Meeting the learning and development needs of individuals in groups
- Obtaining and using feedback from groups to improve learning and development
- Giving feedback to learners in groups to support learning and development
- Facilitating, motivating and supporting groups of learners in applying what they have learned in the classroom into their everyday lives
- Supporting groups of learners to reflect on their own learning and development and the learning and development process to enable them to understand the benefits of reflection on their own learning
- Supporting groups learners to identify their learning and development needs

### ICT Focus

- Sharing of work with groups using online resources such as Drop box, Google docs, Open Office
- Consider time issues and the benefits to working in real-time with groups online
- Consider the ease of sharing work prior to a session enabling learner groups to come to the session with greater existing knowledge
- Think about the lack of physical boundaries and time constraints when working online in groups, possible activity could be creating a collaborative PowerPoint to explain a key concept (Google Presentations)
- Real time talk using Facetime / Apple, Hangouts / Google +, Skype or Chat / Gmail
- Consider the above for online group tutorials
- Set up and deliver an online session by sharing key resources such as video and text within your group, this can be as simple as learning how to upload a video to a PowerPoint slide

Possible resources to support the above could include: Face time / Apple, Hangouts / Google +, Skype, Chat / Gmail, Drop box, Google docs, Open Office, Google Presentations

Note: Fast browsers will help when using and working on the internet, these may include – Firefox, Safari, Google Chrome, Opera Browser

## Assessment Tasks

### Facilitate learning and development in groups

Candidates should complete the following tasks:

Task	LO	AC
<p>1. Setting the learning and development scene. Describe and explain your role in terms of facilitating the learning and development of a group of learners. Explain how you have established the group's learning and development needs and how these relate to the learning and development needs of individuals. Identify the barriers the group had and how you have worked to overcome these barriers.</p> <p>This task requires candidates to explain the purpose and group dynamics to be considered when facilitating group learning and evaluate methods they may use. The management of risks and safeguarding of individuals within the group should also be explained. Strategies used to overcome barriers to learning and methods used to monitor individual progress should be outlined together with an explanation of how to adapt delivery based on</p>	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

<p>learner feedback.</p>		
<p>2. Facilitating learning and development.          Draw up a group learning and development plan which details the learning and development needs of the group. Explain how you have met the group's learning and development needs including specific strategies used, resources used and whether you adapted resources to meet the individual needs of the group. Explain how you motivated your group to persist with their learning and development and how your group is using their learning and development outside the classroom.</p> <p>This task enables candidates to demonstrate how they facilitate group learning. Specifically, they are required to provide evidence that clarifies the specific facilitation methods used and how learning and development objectives are implemented with group members. Managed risks and safeguards should also be outlined. Candidates should evidence how they have facilitated development opportunities that allow individuals within groups to apply new knowledge and provide group feedback that improves the application of learning.</p>	<p>2 3</p>	<p>2.1, 2.2, 2.3 3.1, 3.2</p>
<p>3. Reviewing and evaluating learning and development.          Evaluate the progress your group has made in meeting their learning and development targets. Explain what worked and what did not work well. Explain what you might do differently in future. Include a statement from your learners describing the learning and development process for them and what they see as their future learning and development needs.</p> <p>This task requires candidates to support self-evaluation by learners and then review individual responses to learning and/or development in groups. Finally, evidence of how individuals within the group have been assisted to identify their own future learning and development needs should be provided.</p>	<p>4</p>	<p>4.1, 4.2, 4.3</p>

Notes:

Candidates should include at least two academic references using the Harvard referencing system.

In completing the assessment task, candidates should cover and meet all of the unit assessment criteria as indicated above. Candidates should also meet the relevant level 3 descriptors which can be found in Appendix 4.

## UNIT SPECIFICATIONS

### Understanding assessment 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 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

- **Assessment** – what it is and reasons for assessing learners. The role of assessment in teaching and learning and how it is integral to the teaching and learning process
- **Types of assessment** – initial, diagnostic, formative, summative – their purposes, strengths and limitations
- **Planning assessment** – considerations for successful assessment, e.g. who, what, when, where, why and how
- **Choosing the correct assessment methods** – observation, oral and written questions, using discussions with learners, prior learning and experience, written activities and projects, simulations, witness statements, learning journals, portfolios, etc.
- **Involving learners in assessment including peer assessment**
- **Validity and reliability in assessment**
- **Assessment for learning** – the role of feedback in assessment for learning, successful strategies to support assessment for learning
- **Standardisation in assessment and validating assessment decisions**
- **The assessment records that need to be kept** – the assessment record requirements of organisations and why these are important

### ICT Focus

- Key Question – What Does the Internet Know About You? What do you know about others? Learning is about knowledge; the internet is often the starting place for most people to expand their existing knowledge. Investigate yourself and / or another person from your group (with consent). Bring the information back to the class, use as an initial or diagnostic assessment exercise, give constructive feedback and review findings with peer
- Use online word processors to support peer assessment through creating and sharing of work online
- Consider how using online resources and approaches can enhance both formative and summative assessment strategies with learner groups and individuals
- Consider confidentiality and the issues attached
- How can online collaborative working impact on plagiarism in academic work?
- Students to develop critical analysis skills when deciding on reliability and validity of source material to inform academic thinking when taken from the internet
- Use online evaluation and assessment tools to inform and develop future practice

Possible resources to support the above could include: any Web Browser, Google docs, Open Office, Wikipedia, YouTube, Google Scholar, Amazon, Google Books, JISC

<http://www.jisc.ac.uk/whatwedo/topics/assessment.aspx?page=1&filter=Projects>

[http://www.jisc.ac.uk/search.aspx?keywords=Online+assessment+tools&collection=default\\_collection&type=adv](http://www.jisc.ac.uk/search.aspx?keywords=Online+assessment+tools&collection=default_collection&type=adv)

Note: Fast browsers will help when using and working on the internet, these may include – Firefox, Safari, Google Chrome, Opera Browser

## Assessment Tasks

### Understanding assessment in education and training

Candidates should complete the following tasks:

Task	LO	AC
<p>1. Explain the various types and methods of assessment, including when each might be used and the strengths and limitations.</p> <p>This task requires candidates to explain the purposes of four specific types of assessment, initial, diagnostic, formative and summative and then describe characteristics of a range of different assessment methods with relevance in their education and training setting. A comparison of strengths and limitations of the different assessment methods chosen in relation to meeting individual learner needs is also required.</p>	<p>1 2</p>	<p>1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3</p>
<p>2. What do you understand by the term 'Assessment for Learning? How would you incorporate Assessment for Learning strategies into your own teaching practice?</p> <p>This task is oriented around 'assessment for learning' concepts and requires the candidate to explain a number of its key features. Involving learners in the assessment process and the role of peer and self-assessment should be explained together with an identification of useful sources of information that should be made available to learners. Constructive feedback features and procedures should be described together with an explanation of how it contributes to the assessment process. Finally, assessment record keeping should be explained and key requirements summarised.</p>	<p>3 4</p>	<p>3.1, 3.2, 3.3 4.1, 4.2</p>

Notes:

Candidates should include at least two academic references using the Harvard referencing system.

In completing the assessment task, candidates should cover and meet all of the unit assessment criteria as indicated above. Candidates should also meet the relevant level 3 descriptors which can be found in Appendix 4.

## 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	Assessment Criteria
The learner will be able to	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"> <li>• sufficient;</li> <li>• authentic; and</li> <li>• current</li> </ul> 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>• made against specified criteria;</li> <li>• valid;</li> <li>• reliable; and</li> <li>• fair</li> </ul>

6 Understand quality assurance of the assessment process	6.1 Evaluate the importance of quality assurance in 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

- What is assessment?
- The role of assessment in teaching and learning
- Planning for assessment – who, when, where, and why assess
- Assessment for learning – the role of feedback and questioning in assessment which supports learning
- Holistic assessment – designing activities which provide evidence-rich assessment opportunities
- Range of people and their roles in the assessment process – the learner, teacher/assessor, expert witnesses, supervisor, internal verifier, external verifier etc.
- Assessment types and their purposes, including initial, diagnostic, formative and summative assessment, self-assessment, peer assessment
- Assessment methods, their strengths and limitations in relation to individual learners and when each might be used – including tests, observations, presentations, assignments, case studies, journals, portfolios, e-assessment, multiple choice questions, short answer questions, oral questioning etc.
- Learner involvement in the assessment process - ways of involving learners in the assessment process; how to ensure that assessment meets the individual needs of learners
- Making decisions about evidence and ensuring that evidence is authentic, current valid, reliable and sufficient
- Assessment and quality assurance processes in learners' own organisations; how internal standardisation works in own organisation and what happens when there are disputes about assessment
- The information generated by the assessment process; how this information is managed; what happens to it and how is it used in learners' own organisations
- Legal requirements relating to assessment including, equality and diversity, health and safety, confidentiality etc.
- Ensuring continued good practice in relation to assessment – the roles of reflective practice and continuing professional development

### ICT Focus

- Key Question – What Does the Internet Know About You? What do you know about others? Learning is about knowledge; the internet is often the starting place for most people to expand their existing knowledge. Investigate yourself and / or another person from your group (with consent). Bring the information back to the class, use as an initial or diagnostic assessment exercise, give constructive feedback and review findings with peer
- Use online word processors to support peer assessment through creating and sharing of work online
- Consider how using online resources and approaches can enhance both formative and summative assessment strategies with learner groups and individuals
- Consider confidentiality and the issues attached
- How can online collaborative working impact on plagiarism in academic work?
- Students to develop critical analysis skills when deciding on reliability and validity of source material to inform academic thinking when taken from the internet
- Use online evaluation and assessment tools to inform and develop future practice

Possible resources to support the above could include: any Web Browser, Google docs, Open Office, Wikipedia, YouTube, Google Scholar, Amazon, Google Books, JISC  
<http://www.jisc.ac.uk/whatwedo/topics/assessment.aspx?page=1&filter=Projects>  
[http://www.jisc.ac.uk/search.aspx?keywords=Online+assessment+tools&collection=default\\_collection&type=adv](http://www.jisc.ac.uk/search.aspx?keywords=Online+assessment+tools&collection=default_collection&type=adv)

Note: Fast browsers will help when using and working on the internet, these may include – Firefox, Safari, Google Chrome, Opera Browser

## Assessment Tasks

### Understanding the principles and practices of assessment

Candidates should complete the following tasks:

#### Understanding the principles and practices of assessment (PPA)

Task	LO	AC
<p>1. Explain the role of assessment in the teaching and learning process.</p> <p>This task requires the candidate to demonstrate their understanding of assessment within their learning and development role. The following elements should be included:</p> <ul style="list-style-type: none"> <li>• An explanation of the functions of assessment together with a definition of key concepts and principles</li> <li>• An outline of the responsibilities of the assessor and key regulations and requirements relevant to the candidates own specialist area</li> <li>• A summary of factors related to planning and the benefits of a holistic assessment approach.</li> <li>• A summary of the types of risks and the planning steps taken to minimise them</li> <li>• An explanation of how to make effective assessment judgements and decisions</li> <li>• An explanation of the importance of quality assurance and summarise standardisation processes used together with procedures used when assessment disputes occur</li> <li>• An explanation of how assessment information management procedures are followed and how feedback and questioning contribute to assessment</li> <li>• A summary of legal issues, policies and procedures and the contribution technology makes to the assessment process</li> <li>• An evaluation of equality and diversity within the assessment process</li> <li>• An explanation of the value of reflective practice and continuing professional development.</li> </ul>	<p>1 3 5 6 7 8</p>	<p>1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4, 3.5 5.1, 5.2 6.1, 6.2, 6.3 7.1, 7.2 8.1, 8.2, 8.3, 8.4</p>

<p>2. Choose <b>three</b> assessment methods which you think promote learner-centred approach and explain how these three methods achieve this.</p>	<p>2 4</p>	<p>2.1 4.1, 4.2, 4.3, 4.4</p>
<p>This task requires candidates to select three assessment methods and then go on to explain how these methods meet learner centred needs. The following elements should be included:</p> <ul style="list-style-type: none"> <li>• A comparison of strengths and limitations in respect of individual learner needs</li> <li>• An explanation of how/why to involve learners in assessment and summarise information that should be made available to the learner</li> <li>• An explanation of how assessment can be made adaptable and how self and peer assessment can be used effectively.</li> </ul>		
<p>Notes:</p> <p>Candidates should include at least two academic references using the Harvard referencing system.</p> <p>In completing the assessment task, candidates should cover and meet all of the unit assessment criteria as indicated above. Candidates should also meet the relevant level 3 descriptors which can be found in Appendix 4.</p>		

**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)*

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

<b>Planning &amp; Preparation</b>	<b>Yes</b>	<b>No</b>
Clarity & content of lesson plan		
Clarity of learning outcomes		
Teaching & learning resources		
Learning environment		
<b>Delivery</b>	<b>Yes</b>	<b>No</b>
Clear introduction to session		
Clarity of communication		
Appropriate strategies		
Evidence of inclusivity		
Application of subject knowledge		
Effective time management		
Clear conclusion to session		
<b>Assessment &amp; Feedback</b>	<b>Yes</b>	<b>No</b>
Relevant to topic		
Relevant to group		
Relevant methodology		

**Summary Review**

<b>Strengths</b>	<b>Areas for development</b>

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

**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

<b>Qualification Title</b>	
<b>Qualification Subject Code</b>	<b>Qualification Level</b>
<b>Title of the Assessment tasks</b>	
<b>Centre Name</b>	
<b>Name of Coordinator</b>	
<b>Signature of Coordinator</b>	<b>Date</b>

Please enclose the assignments for approval together with this cover sheet and return to [qualityassurance@ascentis.co.uk](mailto: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**

*Approved*    **YES**        **NO**        *Referred*   

**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 candidates 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 candidates 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 5<sup>th</sup> Edition Open University Press
- Avis J Fisher R and Thompson R (Editors) (2015) Teaching in Lifelong Learning: A Guide to Theory and Practice 2<sup>nd</sup> 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 5<sup>th</sup> Edition Oxford University Press
- Race P (2014) Making Learning Happen: A Guide for Post Compulsory Education Sage
- William 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](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  
@Dylanwiliam  
@GeoffreyPetty  
@tesfenews  
@educationgovuk