

Pearson BTEC Level 3 Award in Education and Training Specification

BTEC Specialist qualification

First teaching September 2013

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson BTEC Level 3 Award in Education and Training (QCF)

The QN remains the same.

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Summary of Pearson BTEC Level 3 Award in Education and Training specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

Which qualification is most appropriate for which role?

ROLE	QUALIFICATION
Assessor or Internal Quality Assurance	Training, Assessment and Quality Assurance (TAQA)
Trainer	Learning and Development (L&D) Award with/without L&D optional units
New to teaching and training	Award in Education and Training Level 3
Part-time teacher/trainer	Certificate in Education and Training Level 4
Full-time teacher	Diploma in Education and Training Level 5

1 Introducing BTEC qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award in Education and Training
Qualification Number (QN)	601/0685/2
Date registrations can be made	01/09/2013
Age range that the qualification is approved for	19+
Credit value	12
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	120
Guided learning hours	48
Grading information	The qualification and units are at pass grade.
Entry requirements	For details of entry requirements see Section 10. Centres must also follow the Pearson <i>Access and Recruitment</i> policy (see <i>Section 10, Access and recruitment</i>).

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners.

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website at: qualifications.pearson.com

Qualification objective

The Pearson BTEC Level 3 Award in Education and Training is an introductory teaching qualification. Achieving this Award will provide sufficient evidence that the learner has acquired the necessary skills and knowledge to prepare, plan, deliver and evaluate basic teaching and learning sessions, in a variety of teaching or training contexts. This introductory, knowledge-based teaching qualification has no minimum teaching practice requirement. Therefore, it may be undertaken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in micro-teaching.

It can meet the needs of a range of trainee teachers, including:

- individuals not currently teaching or training
- individuals currently teaching and training, including those who have just begun or are about to begin
- individuals currently working as assessors who wish to achieve a qualification providing an introduction to teaching.

It gives learners the opportunity to:

- develop knowledge related to teaching and learning
- develop skills in teaching and learning
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in teaching and learning.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Level 3/Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (2011).

The Award is now available only at Level 3 and the credit value remains as 12 credits.

As with the qualification it replaces, it continues to be based around preparing and delivering a micro-teach session. Where the alternative Learning and Development units are selected there is a requirement for learners to be able to demonstrate their competence in a work-based learning context. This remains the same as the previous qualification.

Progression opportunities through BTEC qualifications

Learners who have achieved the Pearson BTEC Level 3 Award in Education and Training can progress to the Pearson BTEC Level 4 Certificate in Education and Training or the Pearson BTEC Level 5 Diploma in Education and Training.

The Award unit Understanding Roles, Responsibilities and Relationships in Education and Training is a mandatory unit in the Pearson BTEC Level 4 Certificate in Education and Training and similar qualifications can apply for those wishing to progress to the Certificate. There is no equivalent credit transfer directly from the Award to the Level 5 Diploma as there are no common units of assessment within the rules of combination.

Centres should note that achievement of the Diploma in Education and Training permits a maximum of 12 credits at Level 3 and learners wishing to undertake the Award must be aware of this, or must consider it in their selection of optional units.

Industry support and recognition

The units in this qualification were developed by the Learning and Skills Improvement Service (LSIS), the Standards Setting Body (SSB) for teaching and learning. The Level 3 Award in Education and Training provides an introduction to teaching and training as a preparation for employment in the occupational area.

In September 2012, amended workforce regulations were introduced that removed the requirement to join the Institute for Learning (IfL) and acquire professional status but retained, for a further twelve months, the requirement to work towards the achievement of the existing teaching qualifications. This signalled a move to a new approach that will not be dependent on government regulation but where the sector will decide for itself the best way to raise and maintain standards.

Employers should have internal policies in place to specify the qualifications that they require their teaching staff to hold and to determine what continuing professional development (CPD) is appropriate. Policies should cover the different teaching roles undertaken by staff including those delivering literacy, numeracy, ESOL and provision to disabled learners. In the absence of government regulation, employers and individuals will have greater flexibility to choose the most appropriate qualifications for their staff. The roles that different members of staff play in delivery will also affect the qualifications and experience needed.

Guidance on qualifications can come from professional bodies, sector membership bodies and trade unions, including:

- Association of Colleges (AoC)
- Association of Employment and Learning Providers (AELP)
- Association of Teachers and Lecturers (ATL)
- Education and Training Foundation (ETF)
- University and College Union (UCU).

Relationship with National Occupational Standards

The Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK, 2006) continue to underpin practice in the sector. This qualification relates to the Professional Standards in Education and Training. The standards are available at the Learning and Skills Improvement Service Excellence Gateway, www.excellencegateway.org.uk.

3 Qualification structure

Pearson BTEC Level 3 Award in Education and Training

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	12
Number of mandatory credits that must be achieved	3
Number of optional credits that must be achieved	9

Unit	Unit reference number	Mandatory units	Level	Credit value	Guided learning hours
1	H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	3	3	12
Optional units group					
6 credits must be achieved from this group					
2	J/502/9549	Facilitate Learning and Development for Individuals *	3	6	25
3	F/502/9548	Facilitate Learning and Development in Groups *	3	6	25
4	D/505/0052	Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training	3	6	24
3 credits must be achieved from this group					
5	R/505/0050	Understanding Assessment in Education and Training	3	3	12
6	D/601/5313	Understanding the Principles and Practices of Assessment *	3	3	24

* Indicates that units are from the Learning and Development suite

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment, such as the assessment methods included as sample assessment activities. For the Learning and Development units, further guidance is provided in the qualification specifications for these units, see our website.
Understanding and Using Inclusive Approaches in Education and Training	Micro-teach activity to include preparing, planning, delivering, assessing and evaluating. It can be centre devised or adapted from the sample provided to suit centre requirements.

- Simulations are not acceptable.
- Learners who are engaged in teaching or training can be observed in an actual session in place of the micro-teach.
- Learners undertaking the Learning and Development units will be required to provide evidence from their own work-based practice in order to meet the criteria.

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must provide adequate evidence to meet all the learning outcomes and assessment criteria for each required unit. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, individual or group presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria. If group presentations are included it is advisable to observe and record individual contributions to the activity so these can provide specific evidence to be included as a part of each student's portfolio.

The examples provided in the units as assessment activities cover the criteria in the assessment grid. These examples are for guidance only and it is recommended that centres either adapt Pearson assessments to meet local needs and resources or write their own. There should be evidence in the course file that all assignments have been internally reviewed and moderated.

It is also important to recognise that the guidance provided is in a simple form and that, in addition to the logging and feedback record relating to the assessment criteria, each assignment brief should include:

- date of issue and date for submission
- guidelines for word count (where appropriate for depth or range required)
- sources/types of appropriate evidence
- any specific guidance to support learners in generating appropriate evidence – including cross-referencing where a single piece of evidence relate to more than one unit, for example scheme of work/session plans/observation reports.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment. Centres are also encouraged to make effective use of holistic approaches wherever possible or appropriate. This linking between different aspects of the Award helps learners to view the different units as part of a coherent whole rather than in isolation. This also reduces the assessment burden and allows more time for the reflective aspect where students can develop the understanding rather than simply working towards a set of criteria. To avoid over assessment centres are encouraged to develop these approaches and to link delivery and assessment across units.

For guidance on internal assessment please go to our website. See *Section 13, Further information and useful publications*.

When selecting the alternative Learning and Development units the specific assessment requirements for these should be followed. Further information is available from the Learning and Development specifications on our website: qualifications.pearson.com/en/home.html

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Pearson website.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure that there is continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general resource requirements above, there are specific resource requirements that centres must meet with regard to the requirement for a minimum of one hour of micro-teaching when following the Award without the selection of the Learning and Development alternative option units. Any appropriate location for practice that will allow a trainee teacher to meet the required standards is permitted and this is also related to the Learning and Development alternative optional units.

Learners taking the Award without learning and development units, must deliver at least one 15-minute micro-teach session, which should be observed and assessed by a member of the delivery team. For the remaining 45 minutes, learners can either deliver additional micro-teach sessions or observe the micro-teach sessions of other learners.

Written evidence from the observation of the micro-teach contributes towards the assessment requirements for the Award while additional evidence is required to meet the requirements of the competence-based learning and development units.

7 Centre recognition and approval centre recognition

Any centre that has not delivered and assessed the Pearson Level 3 Award in Preparing to Teach in the Lifelong Learning Sector needs to apply for, and be granted centre recognition and qualification approval as part of Pearson's approval process.

Work based learning (WBL) centres should contact their Account Manager and FE Colleges, their Curriculum Development Manager (CDM) for forms for centre and qualification approval and further guidance.

Centres already offering the predecessor qualification, the Pearson Level 3 Award in Preparing to Teach in the Lifelong Learning Sector can get 'automatic approval' on application via Edexcel Online for the Pearson BTEC Level 3 Award in Education and Training (without competence units), as long as the conditions for automatic approval are met. Automatic qualification approval on Edexcel Online for the Pearson BTEC Level 3 Award in Education and Training (with competence units) is not permissible and a separate application must be made using the qualification approval form.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Pearson carries out quality assurance visits to verify if all centres are working to national standards.

An annual visit will be made to the centre by a Pearson Centre Quality Reviewer to review centre-wide quality assurance systems and provide advice and guidance when necessary.

Two visits per year will also be made by an allocated Pearson Standards Verifier/External Examiner (a subject specific expert) to sample assess student work and provide judgements and feedback.

The Standards Verifier/External Examiner will ensure that you have accurate assessment records and are assessing candidates appropriately, consistently and fairly.

They will identify areas of good practice and for further development, and give you guidance on how you can improve your delivery.

For further details on Pearson's quality assurance processes, please go to the *UK BTEC Quality Assurance Handbook* for information on standards verification and Chapter 9 of the *UK Vocational Quality Assurance Handbook 2013-14* for information on external examination.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, intensive, distance or blended learning) that meet their learners' needs.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers where appropriate to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces where relevant
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant
- ensuring that any legislation is up to date and current
- giving learners the opportunity to apply their learning in practical activities
- making full use of the variety of experience of work and life that learners bring to the programme
- providing opportunities for the integration of requirements for English, mathematics and ICT in keeping with the personal and professional skills necessary to underpin education and training.

For the qualifications in this specification, there is a minimum requirement that learners are involved in at least one hour of micro-teaching. Further details are available within individual units and in the *Specific resource requirements section* in *Section 6, Centre resource requirements*.

Centres may wish to approach the units as a single, holistic, integrated activity based around planning, delivering and evaluating the micro-teach session. Alternatively, they may wish to integrate theory with the practical assessments for individual units.

Units can be delivered in any order but the numbering of units suggests a logical sequence.

Each unit includes suggested approaches to delivery and assessment. The most commonly used delivery models for the programme are as follows:

- 1 Taught routes for those interested in teaching (but with no opportunities for current teaching practice) based on the micro-teach:
 - Intensive - one week. Five days intensive based on two x three-hour sessions per day. (This model is frequently used as a pre-service model for new teachers).
 - Sequential - ten weeks (or equivalent) based on one x three-hour session per week.
- 2 Supported/directed study route for those with some teaching experience, which is limited or no longer current (having the necessary experience to be able to generate evidence without the need to follow the entire taught route BUT with either tutorial in-put or attendance at a number of taught sessions for professional up-dating).
 - Observation of teaching practice, with observation report, to establish current level of expertise plus teaching practice portfolio plus guided/distance learning to produce evidence of written reflection based on researching. This model should include tutorial support as required.

- 3 Directed study route for those with teaching experience, which is current and relevant.
- Open/distance learning. Individuals will be able to work independently in collecting and collating naturally occurring evidence based on current practice with additional written support as required plus teaching practice portfolio and an observation of teaching practice providing the equivalent to the micro-teach.

The route selected should be negotiated between the learner and the course manager or teacher and reflect the guidelines set out above. This should be recorded in the appropriate Individual Learning Plan. The Directed Study or Supported Directed Study should NOT be used in any situation where the learner has no access to regular and relevant teaching practice.

Delivery models:

- Model 1 includes the required non-competence units for the Level 3 Award in Education and Training
- Model 2 shows centres a model using units taken from the Learning and Development suite of competency-based units.

Model 1

Unit	Unit reference number	Mandatory units Award units	Level	Credit	Guided learning hours
1	H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	3	3	12
4	D/505/0052	Understanding and Using Inclusive Approaches in Education and Training	3	6	24
5	R/505/0050	Understanding Assessment in Education and Training	3	3	12

Model 2

Centres wishing to select the competency units must have specific centre approval to offer learning and development qualifications.

Integrating Learning and Development units, in place of the non-competence Award units, allows the use of evidence from the work-based learning context.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	3	3	12
6	D/601/5313	Understanding the Principles and Practices of Assessment *	3	3	24
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
6 credits must be achieved from this group					
2	J/502/9549	Facilitate Learning and Development for Individuals *	3	6	25
3	F/502/9548	Facilitate Learning and Development in Groups *	3	6	25

* Indicates that units are from the Learning and Development suite.

10 Access and recruitment

Pearson's policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity and to demonstrate good practice in the use of initial assessment and learning needs analysis.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification. It is recommended that all those wishing to join this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. Development needs should be recorded and an action plan agreed.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Assessment requirements

This section provides specific guidance for assessment in the learning and development units.

Essential requirements

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification. This includes the need for the centre to provide facilities necessary for the micro-teach sessions.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Understanding Roles, Responsibilities and Relationships in Education and Training

Unit reference number: H/505/0053

Level: 3

Credit value: 3

Guided learning hours: 12

Unit aim

This unit aims 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.

This unit provides the opportunity to highlight some of the legislative and regulatory requirements that must be met by organisations and individuals. The unit also provides an opportunity to explore the codes of practice and roles and responsibilities of teachers, trainers and instructors in promoting equality and valuing diversity when identifying and meeting learners' needs.

The unit addresses the specific responsibility of the teacher in promoting a safe and supportive learning environment where their students feel included. By addressing the responsibility for promoting appropriate behaviour, the unit emphasises the role of the teacher in placing their students at the centre of the learning process.

The unit gives learners the opportunity to recognise how the teaching role involves working with other professionals, the boundaries between the teaching role and those of other professionals, and the need for possible referral to meet the needs of their students.

Essential requirements

There are no special requirements for this unit.

Learning outcomes, assessment criteria, unit content and delivery guidance

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
1	Understand the teaching role and responsibilities in education and training	1.1	Explain the teaching role and responsibilities in education and training	<ul style="list-style-type: none"> □ Roles, e.g. teacher, trainer, coach, tutor, mentor, instructor, assessor, lecturer □ Responsibilities, e.g. enforcement of organisation policies and procedures, preparation and management of learning, assessment and record keeping, working with others, to communicate effectively 	<ul style="list-style-type: none"> □ Tutor presentation □ Mind mapping □ Individual research □ Personal learning log
		1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	<ul style="list-style-type: none"> □ Current government legislation, equality and diversity, health and safety, professional or vocational standards, awarding organisation requirements, organisation codes of practice 	<ul style="list-style-type: none"> □ Tutor presentation □ Small-group work (context/organisation-related groups)
		1.3	Explain ways to promote equality and value diversity	<ul style="list-style-type: none"> □ Identifying individual learning needs, e.g. visual or auditory impairment, physical disability, language, specific learning difficulties □ Supporting individual learners, peer working in group activities, challenging discrimination, group contracts 	<ul style="list-style-type: none"> □ Tutor-led discussion □ Group work

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
		1.4	Explain why it is important to identify and meet individual learner needs	<ul style="list-style-type: none"> □ Importance, e.g. recognising prior achievements, appropriate support, guidance to meet qualification requirements, access to learning, address knowledge or skills gap, promote student involvement and ownership of targets 	<ul style="list-style-type: none"> □ Tutor presentation □ Presentation following individual research □ Discussion and mini-presentations □ Personal learning log
2	Understand ways to maintain a safe and supportive learning environment	2.1	Explain ways to maintain a safe and supportive learning environment	<ul style="list-style-type: none"> □ Safe physical environment, e.g. appropriate venue, health and safety, accessible □ Supportive, e.g. managing structured learning environment, individual support, encouraging individual and pair working, group activities, negotiate ground rules 	<ul style="list-style-type: none"> □ Tutor-led discussion □ Personal learning log
		2.2	Explain why it is important to promote appropriate behaviour and respect for others	<ul style="list-style-type: none"> □ Establishing standards, e.g. policies and procedures, zero tolerance for bullying, valuing of individual, modelling of desired behaviours □ Student responsibility, e.g. student and group contracts, peer working, inclusion 	<ul style="list-style-type: none"> □ Small-group task □ Mind mapping □ Personal learning log

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
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	<ul style="list-style-type: none"> □ Team role, e.g. contributing to planning, researching provision, sharing assessment outcomes, communicating learner needs, negotiating support for learners, contributing to internal quality assurance, liaising with referral agencies 	<ul style="list-style-type: none"> □ Tutor presentation □ Individual research
		3.2	Explain the boundaries between the teaching role and other professional roles	<ul style="list-style-type: none"> □ Personal boundaries, e.g. skills, experience, time, resources, job description □ Professional boundaries, e.g. job description, team roles and responsibilities, management structures, lines of communication 	<ul style="list-style-type: none"> □ Tutor presentation □ Learners to reference own skills and specialism □ Personal learning log
		3.3	Describe points of referral to meet the individual needs of learners	<ul style="list-style-type: none"> □ Organisation systems and procedures, e.g. administration, additional learning support, student services, websites, peer help □ External agencies, e.g. specialist support, government agencies, work related, employers 	<ul style="list-style-type: none"> □ Tutor-led discussion □ Small-group discussions □ Personal learning log

Information for tutors

Delivery

As this is the introductory unit for the Award it is important to recognise that every opportunity should be taken for 'teaching by example' to encourage learners to consider different approaches to teaching and learning. A variety of tutor presentations, individual activities and group activities are especially helpful in the delivery of this unit as this gives learners experience of a range of delivery methods.

Wherever possible, learning and teaching should draw on material from learners' personal or professional experience. This will help them to develop reflective practice and recognise the transferability of skills and knowledge needed in a learning environment. As the Award does not require learners to be involved in teaching practice this is an opportunity for group work where learners can share experiences from different contexts.

Learners should be actively involved in their learning and should be encouraged to draw on material from relevant experiences to use in class and in their assessment activities. Working with groups of peers and sharing experiences, learners have the opportunity to develop case studies alongside problem-solving and interpersonal skills. This helps in understanding skills and practice to use with their own students. The use of ICT should be encouraged for setting up forums or discussion groups.

It is recommended that learner-centred approaches be used where possible and that delivery is not teacher centred. Delivery should motivate, challenge and inspire and reinforce the principles of good practice at the appropriate level.

Learning outcomes 1 and 3

These learning outcomes are based on three key areas: own role and responsibilities, sharing experiences in identifying the needs of students and boundaries and relationships between teaching roles and other professional roles.

These learning outcomes are suited to researching different aspects of legislation, regulatory requirements and codes of practice relating to health and safety and equality, and sharing findings with the group. 'Mini-presentations' will allow learners to compare and contrast their findings with that of others in the group. It also provides an opportunity to practice presentation skills that can then be used or adapted to deliver the required Micro-teaching session. The use of 'Mini-presentations' also give learners the chance to try out new skills and build on their own experiences.

Where information is new to all members of the group it may be more appropriate to use tutor presentation but individual or group research provides a more challenging and active approach to learning. An alternative approach can involve the use of video clips to give learners an experience of real working practice. Individual assessment requirements can then be taken from the collaborative research or quiz sheets. This provides an opportunity for collaborative activity and for mini-presentations and approaches that could be used with students.

Tutor-led group discussions are helpful to explore responsibilities for promoting equality and diversity, drawing on experiences from different contexts in the group. This discussion can be followed through with descriptions of points of referral for students. Individual reflective activities can be included in learner records.

Learning outcome 2

This learning outcome lends itself to a tutor-led session on methods of maintaining a purposeful environment and promoting appropriate behaviour. Learners reflect on their own learning, and then apply this to their own teaching context in completing tasks. This is an opportunity to make effective use of appropriate video clips to provide stimulation for what can then be developed through tutor-led group discussions. At all stages, the learning from whatever form of delivery is adopted needs to contribute to potential assessment evidence and this can be achieved through the use of individual learning records or personal development journals. It is also possible to use group discussions as a source of evidence, where it can be recorded to capture individual contributions to the discussions.

It is important to avoid either over-teaching or over-assessment, therefore all activities should contribute in some way to the building of the teaching practice portfolio of evidence.

Assessment

Learners should be actively involved in the assessment process and be given opportunities to draw on material from relevant experiences when completing their assignments. Through their own experiences, as well as through working in groups with their peers – in a classroom or online – learners can develop case studies, research and resources to evidence their assessment activities. The learner must be made aware of the range of possible evidence they can draw on to support the unit, this can include:

- written tasks
- a diary or journal
- research materials
- records of professional discussions
- witness statements
- organisation and/or other formal documents
- curriculum vitae
- job descriptions.

The centre can devise and will mark the assessment for this unit. Suggested activities cover the assessment criteria and are for guidance but can be adapted to meet local needs.

Sample assessment activities

Criteria covered	Assessment activity	Assessment evidence
1.1, 1.2, 2.1, 2.2, 3.1, 3.2	<p>You are a mentor to a new tutor in her first year of teaching. It is apparent to you that she has trouble maintaining a professional distance from her students. She has given her mobile phone number to students, invited students to be 'friends' on her Facebook page, and often meets them outside your organisation for coffee. Recently, she has been complaining to you about discipline issues in her classes.</p> <p><i>Reflective task: What are the key issues in relation to:</i></p> <ul style="list-style-type: none"> • roles and responsibilities • legislation or codes of practice • equality and diversity? <p><i>What specific strategies would you suggest in order to solve the issues identified?</i></p>	<p>Slides from class activity mini-presentation with tutor feedback</p> <p>Posting to group forum printout</p> <p>Written evaluation in personal learning log</p>
1.3, 1.4, 2.2, 3.3	<p>You work with a student for whom English is a second language and who attends an apprenticeship course at college on a part-time basis. Members of the apprenticeship group have been asked to take a written test to decide whether they are suitable for the course. Your student has problems with writing in English and tells you they never have to write anything down in the job and their spoken English is fine. The student has complained to their boss but he just said to take the test or leave. Is there anything else you can do to support the student?</p> <p><i>Reflective task: What are the key issues in relation to:</i></p> <ul style="list-style-type: none"> • discrimination • individual learning needs • the learning environment • referrals. <p><i>What specific improvements would you recommend to remedy the situation and why?</i></p>	<p>Written entry in Personal learning log</p>

Criteria covered	Assessment activity	Assessment evidence
1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3	<p>Write your ideal job description as it might be written by an organisation to attract a potential job applicant. In addition to subject knowledge and experience you must also describe the wider professional role to include:</p> <ul style="list-style-type: none"> • key aspects of legislation, regulatory requirements • relevant codes of practice • the teaching/training role and responsibilities • working with other professionals • boundaries between the teaching role and other professional roles • points of referral to meet the individual needs of learners. <p>In your reflective journal explain why each of these aspects of teaching or training are so important to recognise and understand.</p>	<p>Job description Updated personal CV Individual learning record or personal development journal entry</p>
1.2, 1.4 2.1, 2.2	<p>In your teaching or training role you have responsibility for identifying and meeting individual learner needs, promoting equality and value diversity, maintaining a safe and supportive learning environment and promoting appropriate behaviour and respect for others.</p> <p>Faced by a group of 12 new learners, enrolled for the first class in your specialist subject, explain how you would go about the task.</p> <p>Present your ideas in the form of a report of 500–1000 words.</p>	<p>Written activity, could be presented as slides, notes, video presentation</p>

Suggested resources

Books

Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)
ISBN 9781845904609

Gravells A and Simpson S – *Planning and Enabling Learning in the Lifelong Learning Sector* (Learning Matters, 2010) ISBN 9781844457984

Petty G – *Teaching Today: A Practical Guide, 4th Edition* (Nelson Thornes, 2009)
ISBN 9781408504154 (supported by website materials available to download at
www.geoffpetty.com)

Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector*
(Achieving QTLS), 1st Edition (Learning Matters, 2011) ISBN 9780857251022

Wallace S – *Teaching, Tutoring and Training in the Lifelong Learning Sector*
(Achieving QTLS), 4th Edition (Learning Matters, 2011) ISBN 9780857250629

William D - *Embedded Formative Assessment*, 1st Edition (Solution Tree Press,
2011) ISBN 9781934009307

Journal

Times Educational Supplement – FE Focus

Websites

www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway
www.geoffpetty.com	Education specialist
www.niace.org.uk	The National Institute of Adult Continuing Education (England and SWales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)

Unit 2: Facilitate Learning and Development for Individuals

Unit reference number: J/502/9549

Level: 3

Credit value: 6

Guided learning hours: 25

* A Learning and Development unit

Unit aim

This unit aims to assess the understanding of the learning and development practitioner in how to facilitate learning and development for individuals. The practitioner could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

This unit requires learners to undertake practice in a work environment with individual students.

Primary assessment methods must include observation of performance in a work environment and examining products of work.

Supplementary evidence can be gathered through questioning, discussion, witness testimony and looking at practitioner statements.

There is no requirement for this unit to be assessed separately. Pearson recommends that assessors adopt a holistic approach and, where possible, use one activity as evidence for learning outcomes and assessment criteria for two or more units.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion. This unit is assessed in the workplace. Simulations are not permitted.

Essential requirements

This unit is assessed in the workplace. Simulations are not permitted.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand principles and practices of one-to-one learning and development	1.1	Explain purposes of one-to-one learning and development	<ul style="list-style-type: none"> □ Individualised learning, e.g. personal skills matrix to identify specific needs, specialist learning, personalised approaches, skills enhancement, new skills, recognising individual experiences and needs, appropriate level and context, empowering individuals, owned targets and goals, one-to-one action planning; individual roles, e.g. coach, mentor, learner
		1.2	Explain factors to be considered when facilitating learning and development to meet individual needs	<ul style="list-style-type: none"> □ Identification of individual needs, e.g. initial assessment, LNA/TNA (learning or training needs analysis), recognising previous learning □ Access, e.g. location, timing, resource; personalisation of learning e.g. learning styles, student motivation, barriers, facilities, equipment, learning materials
		1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals	<ul style="list-style-type: none"> □ Skills development, e.g. demonstration, coaching, discussion, skills practice; imparting knowledge and understanding, e.g. case study, simulation, project, e-learning □ Changing attitudes, e.g. tutorial, discussion, research, location, e.g. workplace, off the job, online
		1.4	Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development	<ul style="list-style-type: none"> □ Types of risk, e.g. physical, chemical, biological; trainer management, e.g. risk assessment, enforcement of health and safety, risk management, safeguarding □ Identifying sources of potential stress, e.g. physical, emotional, agreement of acceptable behaviour with students, positive use of authority

Learning outcomes		Assessment criteria	Unit amplification
		1.5 Explain how to overcome individual barriers to learning	<ul style="list-style-type: none"> □ Managing strategies, e.g. respect and valuing individual, positive feedback, guidance and support, student ownership, behaviour agreement, student involvement and choice, student role in their own learning, choice of learning approaches and resources to meet student needs, learning to learn skill development □ Motivational theories, e.g. Maslow's Theory of Needs, Herzberg's Motivational Theory
		1.6 Explain how to monitor individual learner progress	<ul style="list-style-type: none"> □ Formative techniques, e.g. observation of performance, completion of tasks, self-assessment, practitioner questioning, short test, achievement of learning requirements, accreditation achievement □ Assessment, e.g. initial, interim, summative; practitioner interventions, e.g. recognition of progress, recording, rectification of errors, stimulating new considerations
		1.7 Explain how to adapt delivery to meet individual learner needs	<ul style="list-style-type: none"> □ Adaptations, e.g. different location or change of context, facilities, timing, learning style, methods or approaches, providing mentoring, alternative personnel, additional learning support, additional time, additional opportunities to achieve □ Equipment and media changes, e.g. equipment adjustments, materials, online, content level, language; adaptation limitation factors, e.g. cost, time, expertise, personnel

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ Strategies, e.g. student involvement, discussion of methods and capability to provide student requirements, negotiation of intended outcomes and time constraints, resource availability and constraints □ Delivery methods and options, e.g. explanation, demonstration, coaching, discussion, skills practice, case study, simulation, project, access to other experts; location, e.g. workplace, off the job, online
		2.2	Implement activities to meet learning and/or development objectives	<ul style="list-style-type: none"> □ Types, e.g. presentation, explanation, discussion, demonstration, coaching, skills practice, case study, simulation, project, access to other experts
		2.3	Manage risks and safeguard learners participating in one-to-one learning and/or development	<ul style="list-style-type: none"> □ Identifying responsibilities, e.g. student, trainer, organisation, work provider □ Application of legislation requirements, e.g. health and safety, employment regulations, environmental hazards, equipment risks, hazardous materials □ Safeguarding, e.g. organisation policies and procedures, equal opportunity requirements, positive action against bullying or threat to individual students, 14–19, vulnerable adults
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	<ul style="list-style-type: none"> □ Skills, e.g. real work, work experience, work shadowing, training activity, simulation; knowledge and understanding, e.g. case study, project, online research □ Attitudes, e.g. discussion, group forum, research □ Involvement of others, e.g. specialist practitioner, employer, workplace assessor, line manager, colleagues
		3.2	Explain benefits to individuals of applying new knowledge and skills	<ul style="list-style-type: none"> □ Learning transfer, e.g. to real work situations, mastery of work tasks □ Personal, e.g. autonomy, confidence, achievement

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals	<ul style="list-style-type: none"> □ Empowerment, e.g. recognising own achievement, identification of further learning needs or progression, assessment of future requirements □ Involving techniques, e.g. skills required for self-assessment, opportunities for reflection and how to structure this for identifying goals and action planning, one-to-one questioning, individual recording of activity completion and record of achievement, tracking and logging of learning outcomes; assessment results, e.g. formative and summative assessment feedback, reports
		4.2	Review individual responses to one-to-one learning and/or development	<ul style="list-style-type: none"> □ Practitioner strategies, e.g. listening, observation of student, discussion, questioning, supporting student self-evaluation. □ Review, e.g. outcome of self-evaluation, performance outcomes, achievements, confidence level, motivation, requests for further support, new learning needs
		4.3	Assist individual learners to identify their future learning and/or development needs	<ul style="list-style-type: none"> □ Feedback characteristics, e.g. supportive and constructive, i.e. feedback sandwich (praise, criticism, praise), directed to intended outcomes, relevant to student, valid, specific to activities undertaken, owned by the student; empowering students, e.g. recognising achievements, fault rectification requirements, identification of further learning needs or progression, assessment of future requirements, questioning, assessment tools, support requirements

Unit 3: Facilitate Learning and Development in Groups*

Unit reference number: F/502/9548

Level: 3

Credit value: 6

Guided learning hours: 25

* A Learning and Development unit

Unit aim

The aim of this unit is for learners to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. Learners 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 play, simulations experiential learning.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

This unit requires learners to undertake practice in a work environment with groups of students.

Primary assessment methods must include observation of performance in a work environment and examining products of work.

Supplementary evidence can be gathered through: questioning, discussion, witness testimony and looking at practitioner statements.

There is no requirement for this unit to be assessed separately. Pearson recommends that assessors adopt a holistic approach and, where possible, use one activity as evidence for learning outcomes and assessment criteria for two or more units.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence can be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand principles and practices of learning and development in groups	1.1	Explain purposes of group learning and development	<ul style="list-style-type: none"> □ Economies, e.g. cost, multi-use of learning materials, common programme; student benefits, e.g. common messaging, social interaction, exchange of ideas, exchange of experience, team development, interpersonal relationships development, peer assessment and peer teaching, working with others, collaborative approaches, shared problem solving
		1.2	Explain why delivery of learning and development must reflect group dynamics	<ul style="list-style-type: none"> □ Theories, e.g. Tuckman's model, Belbin's team roles; group formation and dynamics, e.g. dependence on trainer, contribution frequency and pattern, group hierarchy, group size, inclusion, control, affection, interaction between members, individual dominance, shared ownership □ Impact on delivery, e.g. role of the practitioner, e.g. encouraging student participation, supporting student learning, adjusting group dynamic, role of the student, e.g. own participation, supporting others, self and group assessment
		1.3	Evaluate methods for facilitating learning and development to meet the needs of groups	<ul style="list-style-type: none"> □ Method evaluation, e.g. small- or large-group activities, discussion, skills practice, role play, case studies, teamwork □ Capability to meet group needs, e.g. group size, mix of skills and experience, willingness to take on new ideas □ Considerations, e.g. creating a positive learning environment, establishing shared purpose and goals, common boundaries, valuing of member contributions

Learning outcomes		Assessment criteria	Unit amplification
		1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups	<ul style="list-style-type: none"> □ Environment, e.g. health and safety, risk assessment; safeguarding, e.g. application of legislation, organisational policy □ Group context, e.g. agreement of acceptable group and individual behaviours, positive use of authority, group contracts, action against discrimination, student forum
		1.5 Explain how to overcome barriers to learning in groups	<ul style="list-style-type: none"> □ Barriers, e.g. previous experience, specific learning needs, underpinning knowledge, threat, fear of change, lack of differentiation, conflict between group members, physical environment, access needs □ Motivation, e.g. Maslow's Theory of Needs, Herzberg's Motivational Theory
		1.6 Explain how to monitor individual learner progress within group learning and development activities	<ul style="list-style-type: none"> □ Techniques, e.g. observation, contribution to group activities, completion of tasks, short test, examination, self-assessment, peer or group assessment, individual learning plan, tracking and logging of assessment, individual record of achievement
		1.7 Explain how to adapt delivery based on feedback from learners in groups	<ul style="list-style-type: none"> □ Methods to capture feedback, e.g. own observations, student feedback, session evaluations, evaluation of effect on work performance; adaptation considerations, e.g. learning requirements, student ownership of changes, cost-benefits analysis, expertise, time, implementation of appropriate change

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ Trainer facilitation, e.g. management of small and large group activities, discussion, skills practice, role play, case studies, simulations; trainer role, e.g. managing group learning, enforcing group contract, providing appropriate levels of support when delivering training, establishing and maintaining positive group interaction, ensuring individual contribution □ Student contributions, e.g. collaborative working, accepting roles in group activities, peer assessment and teaching, peer mentoring, group forum, positive feedback to peers
		2.2	Implement learning and development activities to meet learning objectives	<ul style="list-style-type: none"> □ Activities, e.g. discussion, skills practice, role play, case studies, simulations □ Managing group learning, e.g. establishing and agreeing learning objectives, enforcing group contract, providing appropriate levels of support delivering training, establishing and maintaining positive group interaction, ensuring individual contribution; supporting student contributions, e.g. collaborative working, accepting roles in group activities, peer assessment and teaching, peer mentoring, group forum, positive feedback to peers
		2.3	Manage risks to group and individual learning and development	<ul style="list-style-type: none"> □ Environment, e.g. health and safety, risk assessment, appropriate to group size and needs □ Safeguarding, e.g. equality, diversity and discrimination, identifying and responding to inappropriate behaviours, taking action to remove or minimise impact, empowerment of students

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ Opportunities, e.g. practical exercise, case studies, simulations, role play, identifying application and transfer in real work, use of reflective accounts □ Support required from others, e.g. practitioner, group members, manager, mentor, colleagues, and specialist
		3.2	Provide feedback to improve the application of learning	<ul style="list-style-type: none"> □ Group, e.g. group self-assessment, tutor feedback from observation, constructive feedback, feedback sandwich or PCP (praise, criticism, praise), specific to task or context, identifying individual and group achievements, goal orientated, timing, confirmation of learning and next steps
4	Be able to assist learners to reflect on their learning and development undertaken in groups	4.1	Support self-evaluation by learners	<ul style="list-style-type: none"> □ Identification of opportunities for student self-evaluation. □ Student self-monitoring, e.g. skills for individual reflective practice, purpose of reflection, self-assessment, SWOT analysis (strengths, weaknesses/limitations, opportunities and threats), personal needs, reflecting on practice, tutorial to support individual reflection, learning from reflection, identifying further learning needs
		4.2	Review individual responses to learning and development in groups	<ul style="list-style-type: none"> □ Practitioner role, e.g. listening, communication tone, content, student questioning, response to student requests □ Recording, e.g. individual learning plan, individual record of achievement, individual and group assessment tracking and logging
		4.3	Assist learners to identify their future learning and development needs	<ul style="list-style-type: none"> □ Review of learning, e.g. individual, group □ Action planning, e.g. further learning requirements, new learning, opportunities for learning transfer, opportunities for mastery of skills, support of others required, e.g. practitioner, line manager, mentor, colleagues, HR

Unit 4: Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training

Unit reference number: D/505/0052

Level: 3

Credit value: 6

Guided learning hours: 24

Unit aim

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

The purpose of the unit is to provide learners with the opportunity to plan an inclusive teaching and learning session to meet the needs of the specified group of learners. Planning for a micro-teach session involves understanding the need for the use of different teaching and learning approaches as well as using resources and assessment that meet the needs of the subject and the students.

Having planned the session the learner has the opportunity to deliver the micro-teach session and to observe the sessions of others in order to help evaluate their own practice. They will be able to use their selected resources and assessment methods, as well as demonstrate communication skills, through delivering the session to a group of peers, who will be their learning group.

The unit includes opportunities for learners to evaluate their practice with the aid of feedback from the tutor/assessor and demonstrate their capacity to accept and act on constructive feedback. This is integral to reflective practice and using the feedback from others helps provide a more balanced perspective in self-evaluation.

Essential requirements

There is a micro-teach requirement for this unit. Learners must have access to appropriate resources to be involved in at least one hour of micro-teaching. For this each learner must deliver at least one 15-minute micro-teach session that is observed and assessed by a member of the delivery team. For the remaining 45 minutes, the learner should observe the micro-teaching sessions of other learners, and provide written feedback. The use of video recording for individual micro teaches is recommended so as to give individuals the opportunity to review and critique their practice.

Learning outcomes, assessment criteria, unit content and delivery guidance

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
1	Understand inclusive teaching and learning approaches in education and training	1.1	Describe features of inclusive teaching and learning	<ul style="list-style-type: none"> □ Offering equality of opportunity, accessible, differentiated, student centred, meeting individual needs, varied learning styles (VARK), stimulating, actively engaging, motivating, range of teaching and learning styles 	<ul style="list-style-type: none"> □ Pair- or small-group work □ Tutor presentation □ Personal learning log
		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	<ul style="list-style-type: none"> □ Teaching approaches, e.g. presentation, video, demonstration, directed study, individual or group activities □ Learning approaches, e.g. student-centred, learning-by-doing, individual presentations, experimentation, independent research 	<ul style="list-style-type: none"> □ Individual/specialist group task □ Mini-presentations and discussion □ Table of approaches activity
		1.3	Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills	<ul style="list-style-type: none"> □ Achievement in learning, e.g. skills for employment, enhance learning, essential functional skills, employability □ Personal skills, e.g. ability to communicate, transferable skills, stretch and challenge students, skills for life, assists progression and explores personal values 	<ul style="list-style-type: none"> □ Tutor presentation □ Small-group activity □ Personal learning log

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
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	<ul style="list-style-type: none"> □ Inclusive, e.g. valuing diversity, challenging antisocial behaviours, encouraging peer support, encouraging learner responsibility, meaningful, learning to maximum, feel emotionally accepted 	<ul style="list-style-type: none"> □ Small-group task □ Whole-group discussion □ Personal learning log
		2.2	Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs	<ul style="list-style-type: none"> □ Appropriate to learner's knowledge and skills requirements, meeting assessment requirements and schedule □ Suited to group size and diversity, actively engaging learners, encouraging and stimulating the learning process, recognise and respond to individual learning needs 	<ul style="list-style-type: none"> □ Tutor-led discussion □ Personal learning log
		2.3	Explain ways to engage and motivate learners	<ul style="list-style-type: none"> □ Engaging learners, e.g. using stimulating, varied approaches, active, clear and shared outcomes, individual and group activities, encouraging creative and critical thinking □ Using range of teaching and learning approaches, meeting appropriate targets, student involvement, provide positive feedback 	<ul style="list-style-type: none"> □ Tutor presentation □ Mind mapping □ Individual research
		2.4	Summarise ways to establish ground rules with learners	<ul style="list-style-type: none"> □ Student participation and ownership, negotiation, exploring diversity, identifying individual and group needs, encouraging and valuing contributions, understanding the need for respect 	<ul style="list-style-type: none"> □ Small-group task or role play □ Snowball activity

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
3	Be able to plan inclusive teaching and learning	3.1	Devise an inclusive teaching and learning plan	<ul style="list-style-type: none"> □ Identified aims, appropriate content and level, timing, varied teaching methods and learning activities, resources, opportunities for basic skills, formative assessment opportunities, evaluation 	<ul style="list-style-type: none"> □ Tutor presentation □ Exemplar plans □ Individual task
		3.2	Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs	<ul style="list-style-type: none"> □ Varied approaches, individual or group activities, learner-centred, learning-by-doing, active learning, reinforcing □ Resources, e.g. fit-for-purpose, inclusive, stimulating □ Assessment, e.g. formative, fit for purpose, checks and corrects learning, meets individual needs, achieving goals 	<ul style="list-style-type: none"> □ Self-assessment □ Personal learning log □ Group/tutor evaluation following micro-teach session
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	<ul style="list-style-type: none"> □ Use of plan, engaging and motivating learners, varied inclusive approaches, learner centred, use of activities, appropriate use of resources to engage learners, assessment to check and correct, learning time managed 	<ul style="list-style-type: none"> □ Use of micro-teach lesson plan □ Observation by assessor and peers □ Self-assessment
		4.2	Communicate with learners in ways that meet their individual needs	<ul style="list-style-type: none"> □ Language and level to suit learners and content, appropriate pace, awareness of body language, engaging learners in communication inclusive questioning 	<ul style="list-style-type: none"> □ Delivery of micro-teaching □ Assessor/peers observation □ Self-assessment
		4.3	Provide constructive feedback to learners to meet their individual needs	<ul style="list-style-type: none"> □ Feedback, e.g. appropriate to learners, balancing positives and opportunities for improvement, specific, goal orientated, supportive, group discussion, use of peer and self-assessment 	<ul style="list-style-type: none"> □ Delivery of micro-teaching session □ Observation by assessor and peers and self-assessment

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
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	<ul style="list-style-type: none"> □ Effectiveness, e.g. choice and use of approaches, communicating with learners, level of engagement of learners, level of participation, appropriate to timing, meeting specific outcomes 	<ul style="list-style-type: none"> □ Observation report by assessor □ Group/peer feedback □ Lesson plan session, self-evaluation □ Personal learning log
		5.2	Identify areas for improvement in own delivery of inclusive teaching and learning	<ul style="list-style-type: none"> □ Areas for improvement, e.g. subject knowledge, alternative approaches, planning, timing, managing individual or group activities, learner-centred approaches, communication skills 	<ul style="list-style-type: none"> □ ILP (individual learning plan) □ Reflective entry – lesson plan □ Observation report by assessor □ Group/peer feedback sheets □ Personal learning log

Information for tutors

Delivery

Delivery should motivate, challenge and inspire, and reinforce principles of good practice. The focus should be on student-centred approaches wherever possible. This unit requires learners to be able to demonstrate the ability to understand and use teaching and learning approaches and, therefore, delivery must focus on the practical aspects that the learner can apply in their own context.

It is important to avoid over-teaching of this unit, wherever possible, learning and teaching should draw on material from learners' personal and professional experiences. This will help them to develop reflective practice and recognise the transferability of skills and knowledge needed in a learning environment. This should enable them to develop their own planning strategies that they can use for the delivery of their micro-teach session.

Tutor presentations are important when providing underpinning knowledge, however this unit is largely concerned with the practical skills of planning, delivering and evaluating a micro-teach session. The unit gives learners the opportunity to use a variety of approaches and ICT and internet resources that learners may have not previously used in their practice.

The main focus of this unit is for the tutor to set up and conduct micro-teach sessions. It is important for learners to have a clear understanding of the requirements of the session so that they are able to produce appropriate session plans, resources and assessment activities to meet the needs of the selected subject matter and the learning group. Time should be taken by tutors to ensure that all learners are familiar with the criteria addressed in the teaching observation report that will be produced by the tutor/assessor as this forms a part of the assessed evidence for this unit.

Delivery should emphasise the need for self- and peer- assessment, support learners in developing reflective practice and stress the importance of giving constructive feedback on the observation of others. This unit is particularly important in developing the skills necessary for completing effective personal learning logs and individual learning plans.

Learning outcomes 1 and 2

Delivery of these learning outcomes needs to emphasise the variety of different approaches to teaching and learning so that learners can appreciate the importance of diversity. A small-group activity can give learners the opportunity to evaluate the effectiveness of different approaches to learning and teaching, linking it to the importance of an inclusive approach.

To support planning active engagement, the VARK questionnaire helps learners to understand the learning process from different perspectives. Kolb's learning cycle can be used as a means of providing a structure for group-work planning for a 30-minute session. Divide learners into four groups, where each group can match to one stage (perhaps using lists or cards):

- one group starts with 'Activity',
- one with 'Review',
- one with 'Theory' and
- one with 'Apply' (or Plan).

Each group should make a point of establishing ground rules with other learners in their group before drawing up plans to include suggestions for resources and assessment opportunities, and opportunities for literacy, language, numeracy and ICT. This could be followed by small-group mini-presentations, with justification of choices made for engaging and motivating learners.

Presentations should be followed by a whole-group discussion focusing on the effectiveness of selected approaches and how they support an inclusive approach. It is important to develop assessment strategies that allow some of the group activities to be captured as evidence which individuals can then use to contribute to part of their own portfolio evidence. This will reduce the risk of over-assessment and encourage learners to use assessment more effectively in their teaching.

Delivery of all learning outcomes should make use of individual reflective practice so that learners take the opportunity to relate their learning to ways of developing and improving their practice.

Learning outcome 3

This learning outcome encompasses a learner-centred activity and requires each individual to prepare a session plan for the minimum of a 15-minute micro-teach session. The choice of topic for the session can be prescribed by the tutor or left to the learner to choose. The most effective activity tends to be based on a subject the learner has not previously delivered as it creates more of a level playing field between members of the group.

Learning outcome 4

This is a practical learning outcome involving the individual learner delivering the micro-teach session plan. The tutor will be required to manage the planning and timing for the delivery of all micro-teach sessions for the group so that learners observe for a minimum of 45 minutes in addition to their own session. The tutor is also responsible for providing written and verbal feedback to each learner.

Recording of individual micro-teaches is recommended in order to provide the learner with the opportunity to review their own performance before writing up their more detailed evaluation.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit. Suggested activities cover the assessment criteria and are for guidance but can be adapted to meet local needs, however at least 1 hour of micro-teaching **must** be undertaken. This hour is made up of delivering a minimum of a 15-minute session supplemented by at least 45 minutes observing the micro-teaching sessions of others.

It is important to identify opportunities to make use of naturally occurring evidence wherever possible. This could include recording group activities, where learners actively participate in generating evidence, that meet with the requirements of specific assessment criteria. This does mean that the assessor must develop an appropriate form of recording evidence that captures the individual contributions. It may be necessary to provide additional information, such as an additional activity or professional discussion, where a learner fails to demonstrate sufficient evidence during the group work.

Each learner **must** provide an individual session plan to cover the teaching and learning approaches for the micro-teach session, along with resources and assessment materials used.

Each learner **must** deliver at least one 15-minute micro-teaching session which should be observed and assessed by a member of the delivery team. This observation provides evidence of assessment of skills in a practical context. Each micro-teach session should also provide the opportunity for a written record of peer feedback, which the learner then needs to use when undertaking their self-evaluation. For the additional 45 minutes, learners **must** observe the micro-teaching sessions of other learners. This should be used to contribute assessment evidence, such as through the inclusion of peer observation feedback.

Criteria covered	Assessment activity	Assessment evidence
1.1, 1.2 2.4	<p>As a collaborative activity in your groups use your range of experiences discuss features of inclusive teaching and learning and use a flip chart (or equivalent) to record your findings</p> <p>In your group, compare the strengths and limitations of the selected teaching and learning approaches and record them. Describe to other members of the group how approaches used in your area of specialism meet individual student needs.</p> <p>Summarise ways to establish ground rules with students.</p>	<p>Recorded group evidence</p> <p>Personal learning log</p>
1.3 2.1, 2.2, 2.3	<p>Explain why it is important to give students opportunities to develop their English, mathematics, ICT and wider skills.</p> <p>Explain why it is important to create an inclusive teaching and learning environment.</p> <p>Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual student needs.</p> <p>Explain ways to engage and motivate students.</p>	<p>Personal learning log – targeted reflective activities</p>
1.1 3.1, 3.2 4.1, 4.2, 4.3 5.1, 5.2	<p>To demonstrate your understanding of the principles of planning you have the chance to give a micro-teach on a subject you have not taught before. This could be a hobby or personal interest, the choice is yours. However, what is important is that you have some knowledge and confidence with the topic, so that you can concentrate on the actual presenting, teaching and learning.</p> <p>The purposes of the micro-teaching are to:</p> <ul style="list-style-type: none"> • gain experience of time management and managing learning (and students) • use a range of teaching and learning activities in a 'safe' environment • allow for feedback from tutor and students • provide an opportunity for reflection and evaluation of own practice and performance. <p>Examples of topics chosen have included making greeting cards, napkin folding, yoga, golf, tying knots, birdwatching, researching family history and learning basic sign language. The more practical activities tend to be the most interesting.</p>	<p>Selected background preparation</p>

Criteria covered	Assessment activity	Assessment evidence
1.1 3.1, 3.2 4.1, 4.2, 4.3 5.1, 5.2	<p>You MUST base your planning on appropriate time management within the time allowed so you do not try to do too much in the limited time. For example:</p> <p>Setting up for the micro-teach = 5 minutes Delivering the micro-teach = 15 minutes Evaluation feedback from others = 10 minutes Micro-teaching session = 30 minutes total</p> <p>Plan your session using the provided blank session pro forma to decide the aim (what you want to achieve) and objectives (what you want your students to be able to do). Use your knowledge of your selected topic and your students to select a number of appropriate teaching methods and learning activities and allocate timings to your micro-teach session plan.</p> <p>Make a note of the resources to be used to support each activity and provide paper-based examples with your plan (where possible). In the plan, identify at least one opportunity to use an appropriate assessment method, to check learning, at some point in the session.</p> <p>Deliver your topic to your group using the prepared session plan, making sure to communicate effectively and appropriately with individual students and demonstrate good practice in giving feedback to learners.</p> <p>As soon as possible following the session, complete the session evaluation section of the lesson plan and use this when completing your personal learning log – which should include your review of the session based on the observation feedback from the tutor-observer and other feedback.</p> <p>Complete an observation form for each observed micro-teaching session and provide feedback to your peers. Use this information when evaluating your own approaches in order to identify possible ways to improve or develop your practice.</p>	Lesson plan Sample resources Sample assessment materials Tutor/assessor observation feedback report Peer feedback record Self-evaluation and personal learning log

Suggested resources

Books

Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)
ISBN 9781845904609

William D - *Embedded Formative Assessment* (Solution Tree Press, 2011)
ISBN 9781934009307

Petty G – *Teaching Today: A Practical Guide*, 4th Edition (Nelson Thornes, 2009)
ISBN 9781408504154 (supported by website materials at www.geoffpetty.com)

Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS)*, 1st Edition (Learning Matters, 2011) ISBN 9780857251022

Roffey-Barentsen J and Malthouse R – *Reflective Practice in the Lifelong Learning Sector (Achieving QTLS)*, 1st Edition (Learning Matters, 2009)
ISBN 9781844451845

Rogers J – *Adults Learning*, 5th Edition (Open University Press, 2007)
ISBN 9780335206773

Wallace S – *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS)*, 4th Edition (Learning Matters, 2011) ISBN 9780857250629

Journals and/or magazines

Times Educational Supplement – FE Focus

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway
www.geoffpetty.com	Education specialist
www.niace.org.uk	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)

Unit 5: Understanding Assessment in Education and Training

Unit reference number: R/505/0050

Level: 3

Credit value: 3

Guided learning hours: 12

Unit aim

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

The unit addresses the need for learners to understand how types and methods of assessment can be used both to check and correct learning as an integral part of education and training. It is also important for learners to have the opportunity to review the role, particularly of formative assessment, in a teaching or training context, and the relative strengths and weaknesses of different methods. Using basic principles, learners will be able to select appropriate approaches to formative assessment that meet learners' needs, as well as specific assessment requirements. This will encourage the practice of assessment becoming an integral part of the learning process.

This unit highlights ways to actively involve individuals in the assessment process, recognising the role of self- and peer-assessment, and the use of constructive feedback to encourage the sharing of responsibility for assessment with learners.

The unit focuses on the need for assessment to be recorded, both formally and informally, in a way that can be shared with the students, the assessor and the organisation. Assessment records provide a measure of students' achievement, and targets for action planning, and should support learning, but may also be required formally as a part of the organisation's quality assurance process.

Essential requirements

There are no special requirements for this unit.

Learning outcomes, assessment criteria, unit content and delivery guidance

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
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	<ul style="list-style-type: none"> □ Who it is for learner, trainer, assessor, organisation, employer □ Types, e.g. internal or external outcome, establish existing knowledge, skills needs, learning check, measure against standards 	<ul style="list-style-type: none"> □ Tutor presentation □ Small-group work
		1.2	Describe characteristics of different methods of assessment in education and training	<ul style="list-style-type: none"> □ Methods, e.g. appropriate to student or to subject, written testing of knowledge, practical or observation of skills, questioning of understanding (written and oral), standardised against assessment or performance criteria □ Characteristics e.g. sharing learning goals with learners, feedback, setting next steps 	<ul style="list-style-type: none"> □ Small-group work □ Case studies – using examples of assessment methods
		1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs.	<ul style="list-style-type: none"> □ Strengths, e.g. appropriate to subject, student friendly, developmental, leading to feedback, validity, fairness □ Limitations e.g. student anxiety, snapshot performance, difficult to administer, unreliable, inconsistent 	<ul style="list-style-type: none"> □ Buzz groups □ Small-group work □ Personal learning log
		1.4	Explain how different assessment methods can be adapted to meet individual learner needs.	<ul style="list-style-type: none"> □ Differentiated activities, e.g. presenting in a different format, translations, recorded discussion, extra time, digital recording, use of a scribe or reader, adapted for ICT or e-assessment 	<ul style="list-style-type: none"> □ Pair work □ Personal learning log

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
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	<ul style="list-style-type: none"> □ Importance, e.g. meaningful, active engagement, student motivation, recognise prior learning, encourage self-assessment, negotiation goals, contributing to learning plan improves learning, creates ownership □ Reasons others involved, e.g. quality assurance, standardisation, consistency 	<ul style="list-style-type: none"> □ Tutor presentation □ Pair work
		2.2	Explain the role and use of peer- and self-assessment in the assessment process	<ul style="list-style-type: none"> □ Roles, e.g. learner involvement, checking own learning, peer support and peer teaching, developing assessment skills, recognising own strengths and needs, setting and owning goals 	<ul style="list-style-type: none"> □ Small-group work □ Personal learning log
		2.3	Identify sources of information that should be made available to learners and others involved in the assessment process	<ul style="list-style-type: none"> □ Sources, e.g. vocational or professional standards, awarding organisation performance or assessment criteria, assessment timing and venue, appeals procedure, evidence requirements, recording procedures, standardisation 	<ul style="list-style-type: none"> □ Individual task or context pairs □ Case study
3	Understand the role and use of constructive feedback in the assessment process	3.1	Describe key features of constructive feedback	<ul style="list-style-type: none"> □ Features, e.g. developmental, relevant, immediate, factual, helpful, confidential, respectful, tailored, clear and specific to assessment requirements 	<ul style="list-style-type: none"> □ Tutor presentation □ Mind mapping
		3.2	Explain how constructive feedback contributes to the assessment process	<ul style="list-style-type: none"> □ Contribution of feedback, e.g. building on learning through creating learning opportunities, building student confidence, empowering, negotiating goals, action planning. evaluation of process 	<ul style="list-style-type: none"> □ Tutor presentation □ Role play

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
		3.3	Explain ways to give constructive feedback to learners	<ul style="list-style-type: none"> □ Ways to give feedback, e.g. written or verbal, feedback sandwich (praise, criticism, praise), 'medal and mission', supportive, goal driven, non-judgemental, 1x1, group, self and peer assessment 	<ul style="list-style-type: none"> □ Role play
4	Understand requirements for keeping records of assessment in education and training	4.1	Explain the need to keep records of assessment of learning	<ul style="list-style-type: none"> □ Requirements, e.g. tracking student's progress, tutor's individual and group records of achievement, course review, organisation audit, reporting, employer requirements, quality assurance, course self-assessment and improvement 	<ul style="list-style-type: none"> □ Case studies □ Personal learning log
		4.2	Summarise the requirements for keeping records of assessment in an organisation	<ul style="list-style-type: none"> □ Requirements for records, e.g. internal - course or team reporting, performance indicators, verification and quality assurance, organisation reporting □ External - awarding organisation, inspection or league tables, professional bodies, funding 	<ul style="list-style-type: none"> □ Small-group task □ Sample pro forma □ Personal learning log

Information for tutors

Delivery

Delivery should motivate, challenge and inspire learners, and reinforce the principles of good practice. The focus should be on learner-centred approaches wherever possible. Individual activities and group activities are especially helpful in the delivery of this unit as they will give learners experience of a range of teaching methods. Buzz groups, pair working and group discussions will allow learners to compare and contrast different working practices and contexts with others in the group.

Wherever possible, learning and teaching should draw on material from learners' personal and professional experiences. The Award assessment may require new knowledge and be better suited to tutor presentations. This Award does not require individuals to have any teaching or training experience but where they do then this can be shared effectively through the use of discussion or mini-presentations. Where assessment is involved, learners may be able to draw on their personal experiences as learners being assessed!

The use of ICT should be encouraged for setting up forums or discussion groups to support the sharing of skills, knowledge and experiences with assessment. It may even be possible to explore the use of e-portfolios or other forms of e-assessment.

Learning outcome 1

Tutor presentations could be used to provide underpinning knowledge through samples of the range of assessment types from various contexts. This needs to be developed through small-group work or discussion.

A small-group activity could be used to evaluate strengths and weaknesses of different methods of assessment, based on specific, identified student needs. Contexts supplied by members of the group can be used or, if learners lack relevant experience, specific tasks can be set, for example:

- criterion versus norm referencing,
- formative versus summative,
- initial or diagnostic.

This should be followed by feedback to the group.

Learning outcomes 2 and 3

Where new knowledge is required, tutor presentation is the most efficient delivery approach but this should then be reinforced through learner-centred activities such as self- or peer-assessment.

Based on the learning cycle, Activity, Review, Theory and Apply (Plan) - a small-group activity could be used to create:

- one assessment activity based on self-assessment, and
- one assessment activity based on peer assessment.

This should be followed by a whole-group activity for groups to exchange assessment activities and discuss sources of information that should be made available to learners and others involved in the assessment process. This could be recorded and included as evidence in individual portfolios. The tutor should support this with a witness statement recording individual contributions to the group activity and set additional work, if required, to ensure that all learners can own the evidence.

With the right balance of learners and an appropriate activity, delivery could include a role play activity, so that learners can undertake peer assessment and provide constructive feedback. Not all learners are comfortable with role play, therefore small-group activities or discussion could be used to achieve similar results. It is also very important to prepare the role play activity carefully to ensure that learners are actively engaged.

Learning outcome 4

Tutor presentation is probably the most appropriate approach to cover the mechanics of record keeping as there is no requirement for learners to have any teaching experience. Learners from different contexts may have specific knowledge of approaches to keeping assessment evidence but lack breadth of understanding, especially in justifying the requirement for record keeping.

As learners will have individual specialist areas or subjects then delivery should include the opportunity for individual research activities to clarify specific assessment and record keeping requirements of external bodies or organisations. This gives learners an opportunity to produce individual reports which they can then summarise for the group, though it is important to remember to avoid over-teaching or over-assessing for this unit.

Assessment

The centre will mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit. The table on the following pages shows a programme of suggested assessment activities that cover the criteria in the learning outcomes, assessment criteria, unit content and delivery guidance for the unit. These assessment activities are for guidance only and it is recommended that centres write their own assignments or adapt Pearson assignments to meet local needs and resources.

Using the opportunity for teaching by example, this unit gives the opportunity for learner self-assessment. Through the reflective elements of the small-group activities, peer assessment and sharing of assessment activities, learners have the opportunity to receive and respond to feedback effectively.

Criteria covered	Assessment activity	Assessment evidence
1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3	<p>Individual written reflective activity</p> <p>Based on your microteaching session:</p> <ul style="list-style-type: none"> • What was the purpose behind the choice of the type of assessment used? • What are the characteristics of assessment methods used? • How might you adapt them in the future to meet different learner needs? <p>As part of the micro-teaching you observed the sessions of your peers and provided feedback on their sessions. How did you go about making your feedback constructive? How did the feedback provided by the tutor and your peers contribute to the assessment process from your micro-teaching session?</p> <p><i>Evidence from class group activity used to:</i></p> <ul style="list-style-type: none"> • create one assessment activity based on self-assessment • create one assessment activity based on peer assessment • identify sources of information for learners and others involved in the assessment process. 	<p>Assessment example/s from micro-teaching session</p> <p>Assessment methods, strengths and limitations table</p> <p>TWO assessment activities from group activity plus summary of sources</p> <p>Personal learning log – reflective activity</p>

Criteria covered	Assessment activity	Assessment evidence
4.1, 4.2	<p>You have successfully gained a teaching position with a new training provider. The organisation has asked you to suggest a content sheet for the course folder for a new course they will be developing.</p> <p>Reflective task</p> <p>What records will you require and why:</p> <ul style="list-style-type: none"> • to track individual learners' progress or records of achievement • to track progress across a group of learners • to contribute to course reviews and evaluations • to meet with employer requirements • for internal quality assurance <p>What records are required for:</p> <ul style="list-style-type: none"> • internal verification and quality assurance • external auditors or standards verifiers • awarding organisations or inspections? 	<p>Table to show examples of types of record need for the record</p> <p>Personal learning log – reflective activity</p>

Suggested resources

Books

Gravells A - *Principles and Practice of Assessment in the Lifelong Learning Sector* (Learning Matters, 2011) ISBN 9780857252609

Wallace S - *Teaching, Tutoring and Training in the Lifelong Learning Sector* (Achieving QTLS), 4th Edition (Learning Matters, 2011) ISBN 9780857250629

William D - *Embedded Formative Assessment, 1st Edition* (Solution Tree Press, 2011) ISBN 9781934009307

Journal

Times Educational Supplement – FE Focus

Websites

www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway
www.geoffpetty.com	Education specialist
www.niace.org.uk	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)

Unit 6: Understanding the Principles and Practices of Assessment*

Unit reference number: D/601/5313

Level: 3

Credit value: 3

Guided learning hours: 24

* A Learning and Development unit

Unit aim

The aim of this unit is to assess a learning and development practitioner's knowledge and understanding of the principles and practices of assessment.

Assessment requirements

There is no requirement to undertake practice for this unit. However, Pearson recommends that this unit be assessed in the workplace.

The unit should be assessed using methods appropriate to the assessment of knowledge and understanding. There is no requirement for this unit to be assessed separately. Pearson recommends that assessors adopt a holistic approach and, where possible, use one activity as evidence for learning outcomes and assessment criteria for two or more units.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles and requirements of assessment	1.1	Explain the function of assessment in learning and development	<ul style="list-style-type: none"> Functions, e.g. measurement and recording of achievement, identification of individual student needs, formative or summative assessment, fit for purpose, assessment against standards and performance/assessment criteria, monitoring development, evidence for performance review/targets/ benchmarking, contributing to quality assurance, development of best practice
		1.2	Define the key concepts and principles of assessment	<ul style="list-style-type: none"> Purpose, e.g. who is it for – learner, trainer, assessor, organisation, employer?, assessment as part of the learning or training cycle, e.g. to recognise prior learning, to identify specific assessment requirements, assessment of specific learning domains, e.g. Bandler and Grinder’s psychomotor/ cognitive/affective – skills, knowledge or understanding
		1.3	Explain the responsibilities of the assessor	<ul style="list-style-type: none"> Range of responsibilities, e.g. to the student, the employer, the organisation, occupational standards, awarding organisation, practical responsibilities, e.g. planning, managing and delivering assessment, maintaining the integrity of the qualification, student-centred assessment
		1.4	Identify the regulations and requirements relevant to assessment in own area of practice	<ul style="list-style-type: none"> Regulatory bodies of standards, e.g. Ofqual, Sector Skills Councils, awarding organisations, Institute for Learning; other regulations, e.g. health and safety, equality and diversity/disability legislation, data protection, safeguarding students during assessment, recording/tracking and logging assessment decisions, communicating decisions with students, standardisation, moderation and quality assurance of assessment

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> Range of assessment methods for performance-based assessment of skills or knowledge-based assessment of understanding, individual or group assessment, fit for purpose, e.g. student needs, context, measures of achievement, e.g. performance criteria, assessment criteria, levels standards, practical limitations, e.g. numbers involved, range, opportunity, reliability, time constraints, resources, staffing
3	Understand how to plan assessment	3.1	Summarise key factors to consider when planning assessment	<ul style="list-style-type: none"> Formal, e.g. addressing regulations or standards, student, employer, business needs; timing of assessment, e.g. initial/pre-course, formative, summative, recognising prior learning, range of methods/activities to meet student needs, e.g. observation, performance evidence, discussion, witness/student statement, tests, multiple-choice questions, written activity, reflective journal, verbal questioning, naturally occurring evidence, specific needs
		3.2	Evaluate the benefits of using a holistic approach to assessment	<ul style="list-style-type: none"> Benefits, e.g. cost and time effectiveness, motivational for students, e.g. promoting student responsibility and student involvement, use of naturally occurring evidence, experiential learning, linking different aspects of learning through assessment, transference of skills, work-based opportunities, rationalising collection of assessment evidence, meeting number of learning outcomes/assessment criteria, linked knowledge-based and performance-based assessment opportunities
		3.3	Explain how to plan a holistic approach to assessment	<ul style="list-style-type: none"> Range of assessment requirements and opportunities, e.g. comprehensive approach, logical progression and sequencing, related to specific context, student needs, preferences, workplace – opportunities to use link particularly between knowledge and understanding to skills requirements, naturally occurring evidence, appropriate assessment opportunities, evidence appropriate to number of learning outcomes/assessment criteria

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility	<ul style="list-style-type: none"> Organisational risks, e.g. organisational culture, appropriate opportunities for assessment, staff occupational or assessment experience; practical risks, e.g. health and safety, equality and diversity, data protection, specific occupational risks, student-based risks, e.g. occupational competence, responsibility, motivation; assessment risks, e.g. timing, range, sufficiency, bias, fairness
		3.5	Explain how to minimise risks through the planning process	<ul style="list-style-type: none"> Clear criteria for assessment, e.g. identifying/addressing specific requirements, standardisation of planning, negotiating with student, selecting appropriate range of assessment methods appropriate to context to generate the required evidence; safeguarding students, e.g. planning for health and safety, equality and diversity, negotiating with students, appropriate timing of assessment, clear recording, tracking, logging of assessment decisions
4	Understand how to involve learners and others in assessment	4.1	Explain the importance of involving the learner and others in the assessment process	<ul style="list-style-type: none"> Recognising needs, e.g. initial assessment, learning/training needs analysis, recognising current level of knowledge, understanding, skills and experiences, negotiating learning, e.g. targets, goals, objectives for assessment, self-assessment, 'bite-size chunks', meaningful, relevant, motivation, engagement, involvement, individual responsibility, involvement with others, e.g. organisation, colleagues, employers, peers, witnesses
		4.2	Summarise types of information that should be made available to learners and others involved in the assessment process	<ul style="list-style-type: none"> Standards and criteria against which they will be assessed, e.g. awarding organisation requirements, occupational standards, other specific requirements, assessment plan, e.g. specific criteria they will be assessed against, timing, venue, methods, expected outcomes, opportunities for feedback, benefits of assessment, appeals procedure; requirements of the student, e.g. preparation, specific needs, activity, evidence required, assessment decisions

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Explain how peer- and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning	<ul style="list-style-type: none"> □ Peer feedback, e.g. formal or informal, witness statements, peer observations, feedback, working collaboratively, sharing goals, targets, giving and receiving feedback, awareness of risks of appearing challenging or confrontational; formal or informal self-assessment, e.g. SAR (Self-Assessment Review), initial assessment, current knowledge, understanding, skills, occupational competence, SWOT (strengths, weaknesses, opportunities and threats), reflection, identifying targets, target setting, action planning
		4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners	<ul style="list-style-type: none"> □ Negotiating assessment needs with individual students, e.g. identifying specific learning/assessment needs, range of assessment methods, activities to meet different student/context/needs, alternative assessment activities where appropriate, repeating assessment to provide opportunity for experiential learning, use of alternative assessor, learning support, discussion to supplement primary evidence; recording evidence of assessment to suit student needs, e.g. digital recording, audio/visual, scribe
5	Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic • current 	<ul style="list-style-type: none"> □ Understanding rules of evidence, e.g. meeting outcomes and objectives identified in assessment plan, evidence is coherent, accessible, realistic, relevant, attributable, achieved within time constraints; credible and compatible with learning programme and required assessment outcomes, context, adhering to organisation, industry, awarding body and government requirements and standards

Learning outcomes		Assessment criteria		Unit amplification
		5.2	<p>Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair 	<ul style="list-style-type: none"> □ Range of evidence, e.g. clearly identified, current, appropriate criteria, valid currency, level, attributable; reliable and can be repeated or learning transferred, assessment decisions are fair, e.g. without bias and relate to the identified criteria, complying with organisation and/or industry, awarding body and government requirements, addressing specific student needs
6	Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process	<ul style="list-style-type: none"> □ Ensuring organisation, occupational, awarding organisation and government requirements are meeting standardisation, quality assurance of practice, consistency across learners, assessors, contexts, units, comprehensive approach to assessment at all stages – preparation, planning process, assessment outcomes, i.e. product, benchmarking and measures of achievement, identifying development and continuing professional development needs for quality improvement
		6.2	Summarise quality assurance and standardisation procedures in own area of practice	<ul style="list-style-type: none"> □ Organisation assessment policies and procedures, e.g. complying with Sector Skills Council, National Occupational Standards requirements; team, assessor standardisation, e.g. observations of practice, standardisation meetings, sharing good practice, observation of peers, workshadowing, feedback, comparisons of process and product, internal/external quality assurance reviews, evaluation procedures
		6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice	<ul style="list-style-type: none"> □ Organisation policies and procedures, e.g. clearly written appeals and grievance procedures, accessible systems for appeals, e.g. documents for appeals, appropriate staffing for management of appeals, confidentiality, non-discriminatory policy, application in practice, recording of outcomes, clear paper trail

Learning outcomes		Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ Policies for management of assessment evidence, e.g. portfolios, assessment records, observation records, physical evidence, student and witness statements; management of assessment records, e.g. storage and retrieval, confidentiality, data protection, use of technology; sharing information with relevant parties, e.g. students, other assessors, employer, colleagues, organisation, regulations covering sharing information, e.g. Ofqual, awarding organisation, Sector Skills Council, data protection
		7.2	Explain how feedback and questioning contribute to the assessment process	<ul style="list-style-type: none"> □ Supporting range of evidence; confirming learning, e.g. knowledge, understanding, skills, reward, motivation, linking learning of product and process, transferability of learning, identifying further learning requirements, target setting and action planning, recording distance travelled, value-added, progression, corroboration of assessor decision-making process, judgement, identifying specific needs or need for support
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	<ul style="list-style-type: none"> □ Organisation policies and procedures, e.g. associated with Ofqual, awarding organisation requirements, Sector Skills Council/National Occupational Standards, specific requirements, e.g. confidentiality, health, safety and welfare, inclusion, equality and diversity, staff development needs, e.g. standardisation, sharing good practice, workshadowing, peer observation, in-service training, cascading training, continuing professional development
		8.2	Explain the contribution that technology can make to the assessment process	<ul style="list-style-type: none"> □ Appropriate technology, e.g. initial assessments, online testing, recording of evidence including audio or visual, submission of assignments electronically, electronic feedback to learners, emailing feedback, discussion forums, web-based learning, including distance or blended learning, issues of authenticity; technology for recording and storing assessment evidence, e.g. software, awarding organisation online provision, students managing own electronic records; security

Learning outcomes		Assessment criteria	Unit amplification
		8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	<ul style="list-style-type: none"> □ Forms of inequality and discrimination and their impact on individuals, the relevant legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity, e.g. visual/auditory impairment, physical disability, bilingualism, flexibility in approach to planning of assessment and quality assurance, e.g. negotiating timing, context, providing additional resources where appropriate, recognising additional support needs, alternative approaches, evidence
		8.4 Explain the value of reflective practice and continuing professional development in the assessment process	<ul style="list-style-type: none"> □ Reflective practice, e.g. self-assessment, SWOT analysis (strengths, weaknesses, opportunities, threats or barriers), realistic targets for own development, using feedback from students, colleagues, managers, external evaluators, other individuals and professionals, self- and team reviews, observation reports, outcome from appraisal, monitoring and modifications, updating knowledge, occupational expertise, skills and self-confidence, modifications to assessment plans, developing technologies to extend and enhance assessment process, contributing to curriculum development

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

13 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website: qualifications.pearson.com. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website: qualifications.pearson.com

Your BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist. Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

(Sample) Micro-teach Session Plan

MICRO-TEACH SESSION PLAN				
Teacher		Tutor/ Observer		
Learning Group		Date		
Resources necessary for session		Specific needs, e.g. differentiation, H&S		
Key skills/ functional skills opportunities				
Timing	Topic Knowledge Skills	Teacher activities	Learning activities	Learning checks
	Introduction			

Timing	Topic Knowledge Skills	Teacher activities	Learning activities	Learning checks
	Summing up Conclusion			
Self evaluation of micro-teach session				
Issues arising:				
Strengths:				
Possible changes/alternative approaches/ICT opportunities:				

Annexe B

(Sample) Micro-teach Tutor Observation Feedback Pro Forma

Micro-teach Session-Tutor Observation Feedback					
Learner				Date of observation	
Session				Length of session	
Observing tutor				Number in class	
Objectives	Excellent	Good	Satisfactory	Develop	
Plans effectively and sets clear objectives that are understood					
Demonstrates good subject knowledge and understanding					
Teaching/training methods used enable all students to learn effectively					
Students are well managed and appropriate standards maintained					
Productive outcomes achieved					
Effective use made of time and resources					
Conclusions and feedback					
Strengths					

Areas for development	
Learner signature:	Date:
Tutor signature:	Date:

Annexe C

(Sample) Peer Micro-teach Assessment Pro Forma

Micro-teach Peer Feedback			
Student teacher		Peer observer	
Aspects particularly enjoyed			
Approaches I could use in my own practice			
Areas for possible development			
Aspects I would like to research further as a result of this observation			
Peer signature:			Date:

Annexe D – Portfolio Evidence Record Sheets

Unit 1: Understanding Roles, Responsibilities and Relationships in Education and Learning

Learning outcomes		Assessment criteria		Portfolio reference	Date
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		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 2: Facilitate Learning and Development for Individuals

Learning outcomes		Assessment criteria		Portfolio reference	Date
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		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able to assist individual learners in applying new knowledge and skills in practical context	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		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified):				Date:	

Unit 3: Facilitate Learning and Development in Groups

Learning outcomes		Assessment criteria		Portfolio reference	Date
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		

Learning outcomes		Assessment criteria		Portfolio reference	Date
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 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		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified):				Date:	

Unit 4: Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training

Learning outcomes		Assessment criteria		Portfolio reference	Date
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		

Learning outcomes		Assessment criteria		Portfolio reference	Date
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		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified):				Date:	

Unit 5: Understanding Assessment in Education and Training

Learning outcomes		Assessment criteria		Portfolio reference	Date
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 and use 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		

Learning outcomes		Assessment criteria		Portfolio reference	Date
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		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified):				Date:	

Unit 6: Understanding the Principles and Practices of Assessment

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the principles and requirements of assessment	1.1	Explain the function 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 the importance of involving 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		

Learning outcomes		Assessment criteria		Portfolio reference	Date
		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 • current 		
		5.2	Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair 		
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		

Learning outcomes		Assessment criteria		Portfolio reference	Date
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		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified):				Date:	

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