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Mandatory Units for the:

Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF)

To be used in Conjunction with the Optional units specification

Specialist and Professional qualifications

First teaching August 2012

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Purpose of this specification

This specification gives details of all the mandatory units to be used in the delivery of the Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF).

The mandatory units in this specification are for use with the *Edexcel Optional Units Specification,* publications code BA030942.

These mandatory units were originally developed in 2007 they have now been reviewed and updated in line with sector requirements. Any changes made have been in response to sector demand and to provide increased flexibility to the changing demands made of the further education sector. Some units developed for other qualifications are included, such as those for learning and development (competence). These units are considered appropriate for the many related roles undertaken by teachers, tutors and trainers, particularly in work-based learning.

This specification includes all the mandatory units offered by Edexcel for the Diploma in Teaching in the Lifelong Learning Sector qualification, and should be used in accordance with the rules of combination for the different qualifications. The rules of combination are given and it is important to use only those units listed and approved for each qualification.

The specification sets out:

- the qualification's objective
- any other qualifications a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units which a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding 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 learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Edexcel Professional qualifications

What are Edexcel Professional qualifications?

Edexcel Professional qualifications are qualifications from Levels 4–7 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full time or part time courses in schools or colleges. Training centres and employers may also offer these qualifications.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF)
QCF Qualification Number (QN)	600/5136/X
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/08/2012
Age range that the qualification is approved for	19+
Credit value	120
Optional unit credits	84
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	360
Teaching practice hours	100
Grading information	The qualification and units are at pass grade

QCF qualification title and Qualification Number

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, QN and URNs are on learners' final certification documentation. Learners need to know this when they are recruited by the centre and registered with Edexcel. Further information about certification is in the Edexcel Information Manual on our website, www.edexcel.com/iwantto/Pages/info-manual.aspx

Objective of the qualification

The Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) is for learners who work in, or want to work in, teaching and training in the post compulsory sector.

It gives learners the opportunity to:

- develop knowledge related to teaching and learning for the post-16 sector
- develop skills in teaching, training and tutoring
- learn about teaching, training and tutoring in the post-compulsory education sector
- achieve a nationally-recognised Level 5 qualification
- work towards a licence to practise – Qualified Teacher in Lifelong Learning Sector (QTLS)
- develop personal growth and engagement in learning.

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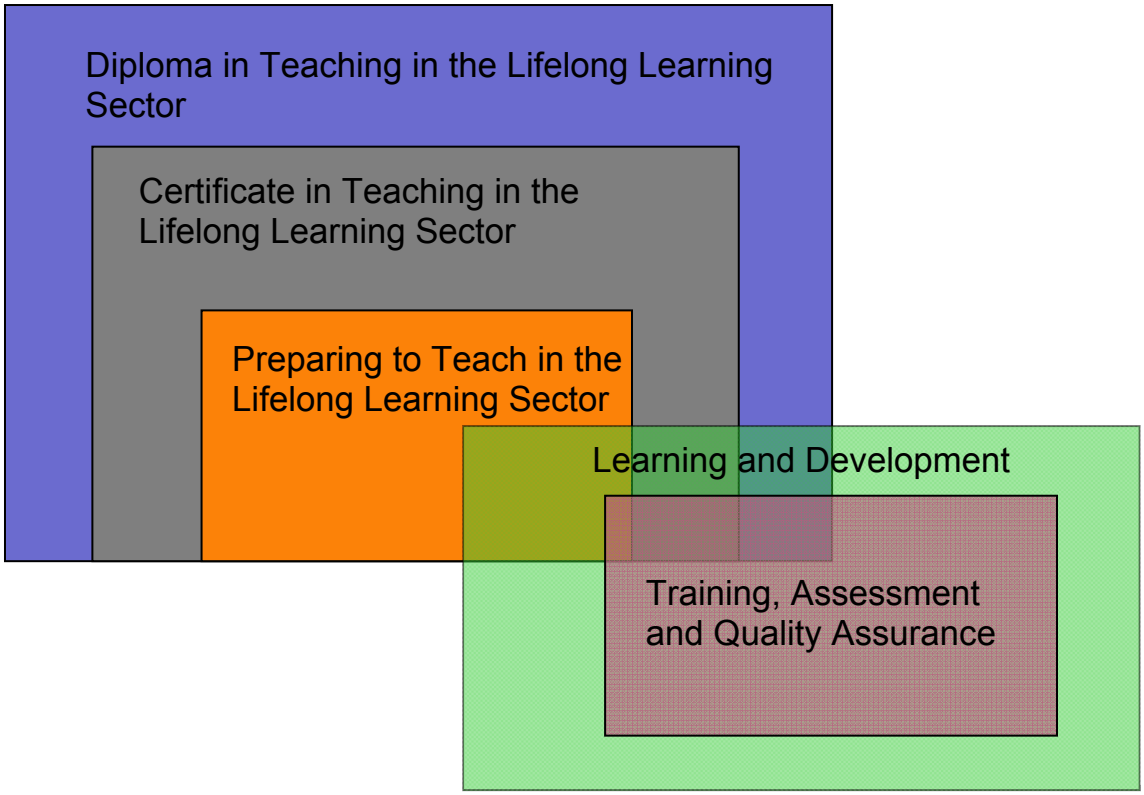
Related qualifications in the teaching, training and education suite

Which qualification is most appropriate for which role?

Role	**Qualifications**
Assessor or Internal Quality Assurer	Training, Assessment and Quality Assurance (TAQA)
Trainer	Learning and Development (L&D)
New to teaching	Preparing to Teach in the Lifelong Learning Sector (PTLLS)
Associate or part-time teacher	Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
Full-time teacher	Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

Inter-relationships of qualifications

- All of the teaching and learning qualifications contain some common units, increasing both the transferability between the qualifications and the choice of units available to centres and learners.
- Centres should select units that best reflect the needs of learner groups. These may include training, assessing, quality assurance, and part- and full-time teaching.
- We encourage centres to make the most of the wide range of units now available from Edexcel and recommend they use the qualification structure documents to design programmes that best suit learners.
- Centres should ensure they have the right resources and level of approval to offer these units and qualifications, and be aware of the specific delivery sequence for the Diploma in Teaching in the Lifelong Learning Sector (there are further details in *Section 8, Programme Delivery).*



Relationship with previous qualifications

This qualification is a replacement for the Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector, introduced in 2007. Revisions have been made in response to sector demand for updating the qualification and providing increased flexibility in response to the changing demands made of the further education sector. Information about how the new and old units relate to each other is given in *Annexe C: Unit mapping overview*.

Progression opportunities through Edexcel qualifications

Learners who have achieved the Diploma can progress to a range of Continuing Professional Development modules, or a Master's in Education. See *Annexe A: Progression opportunities* for further information.

Industry support and recognition

This qualification is supported by the Learning and Skills Improvement Service (LSIS), the Standards Setting Body for teaching and learning (formerly Lifelong Learning UK (LLUK)).

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Relationship with National Occupational Standards

These qualifications relate to the Professional Standards in Teaching in the Lifelong Learning Sector. The standards are available on the Learning and Skills Improvement Service Excellence Gateway, www.excellencegateway.org.uk. Further information is available, as well as advice on teaching in the further education sector, from the Information and Advice Service at fe.advice@lsis.org.uk or enquiries@lsis.org.uk or telephone: 0300 303 1877.

3 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 continuing professional development is provided 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 100 hours of practice.

These requirements are as follows:

- There must be evidence of working with groups of learners, although parts of the qualification do allow for working solely with individuals.
- Any appropriate location is permitted for practice, as long as it will allow a trainee teacher to meet the requirements of the standards.
- Breadth in practice is encouraged and should denote varied aspects of training. These could include: the number of teaching practice locations/settings/ contexts; teaching across more than one level; teaching a variety of learners; teaching individuals and groups; experience of non-teaching roles; gaining subject-specialist knowledge through workplace mentoring.

Centres are encouraged to ensure trainee teachers have access to as many of these elements as possible during their teaching practice.

Observed and assessed practice

There must be a minimum of eight observations totalling, a minimum of eight hours, over and above any observations done as part of a *Preparing to Teach in the Lifelong Learning Sector* Award or the *Certificate in Teaching in the Lifelong Learning Sector*. Any single observation must be a minimum of half an hour. These are the minimum requirements, whatever combination of units is undertaken by a learner to achieve the qualification.

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All those observing and assessing practice should have:

- appropriate qualifications and experience to do so
- access to appropriate guidance and support
- ongoing participation in related programme quality assurance processes.

The following units require the practice of learners to be observed and assessed in a teaching and learning environment. Observations can be formative or summative:

- *Unit 4: Assessing Learners in Lifelong Learning (Level 3)* and *Unit 5: Assessing Learners in Lifelong Learning (Level 4)*
- *Unit 8: Delivering Lifelong Learning (Level 3)* and *Unit 9: Delivering Lifelong Learning (Level 4)*
- U*nit 17: Planning to Meet the Needs of Learners (Level 3)* and *Unit 18: Planning to Meet the Needs of Learners (Level 4)*
- *Unit 28: Using Resources for Lifelong Learning (Level 3)* and *Unit 29: Using Resources for Lifelong Learning (Level 4)*.

NB: There is no requirement for trainee teachers to work with groups when undertaking these units. Some may be working only with individuals. However, teaching programmes should also provide support and preparation for working with groups when appropriate.

The following units require learners to undertake practice, be observed and assessed and must include working with groups of learners.

- *Unit 1: Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching (Level 4)* and *Unit 2: Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching (Level 5)*
- *Unit 6: Continuing Personal and Professional Development (Level 5)*
- *Unit 7: Curriculum Development for Inclusive Practice (Level 5)*
- *Unit 11: Enabling Learning through Assessment (Level 4) and Unit 12: Enabling Learning through Assessment (Level 5)*
- *Unit 30: Wider Professional Practice (Level 5)*.

The following units assess occupational competence and require learners to be assessed in a work environment. Practice assessed should be in the appropriate context — either with groups of learners or with individual learners:

- *Unit 10: Develop and Prepare Resources for Learning* and *Development (Level 4)*
- *Unit 13: Facilitate Learning and Development in Groups (Level 3)* and *Unit 14: Facilitate Learning and Development for Individuals (Level 3)*
- *Unit 15: Identify Individual Learning and Development Needs (Level 3)*
- *Unit 16: Manage Learning and Development in Groups (Level 4)*.

There are additional requirements for those who assess these units. They must:

- have up-to-date working knowledge and experience of best practice in learning and development
- be occupationally competent in the units they are assessing

- hold one of the following qualifications or their recognised equivalent:
  - *Level 3 Award in Assessing Competence in the Work Environment, or*
  - *Level 3 Certificate in Assessing Vocational Achievement, or*
  - *A1 Assess candidate performance using a range of methods, or*
  - *D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence*
- show current evidence of continuing professional development in assessment and learning and development.

Please see the Optional units specification for the units listed below. These units require learners to undertake practice in a work environment. They include:

- *Unit 6: Develop Learning and Development Programmes (Level 4)*
- *Unit 12: Engage Learners in the Learning and Development Process (Level 3)*
- *Unit 13: Engage with Employers to Develop and Support Learning Provision (Level 3)*
- *Unit 14: Engage with Employers to Facilitate Workforce Development (Level 4)*
- *Unit 18: Identify the Learning Needs of Organisations (Level 4)*
- *Unit 21: Internally Assure the Quality of Assessment (Level 4).*

For the following units there is no requirement to observe and assess practice in a teaching and learning environment. This will allow learners to start on programmes and achieve units without a practical teaching element. These units include:

- *Unit 19: Principles of Assessment in Lifelong Learning (Level 3)* and *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)*
- *Unit 21: Roles, Responsibilities and Relationships in Lifelong Learning (Level 3)* and *Unit 22: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)*
- *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)* and *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*
- *Unit 25: Understanding the Principles and Practices of Assessment (Level 3)*.

If no observation and assessment of practice is considered appropriate for a particular group of learners, then there should be micro-teaching for the following units:

- *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)* and *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*.

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. For the additional 45 minutes, learners can either deliver additional micro-teaching sessions or observe the micro-teaching sessions of other learners.

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Units for assessing and assuring the quality of assessment

These units for assessing and assuring the quality of assessment are available in the *Level 5 Diploma in Teaching in the Lifelong Learning Sector* specification.

In the mandatory qualification these units include:

- *Unit 3: Assess Vocational Skills, Knowledge and Understanding (Level 3)*
- *Unit 25: Understanding the Principles and Practices of Assessment (Level 3)*.

In the optional units, the following are available (please see the Optional units specification for full details of these units):

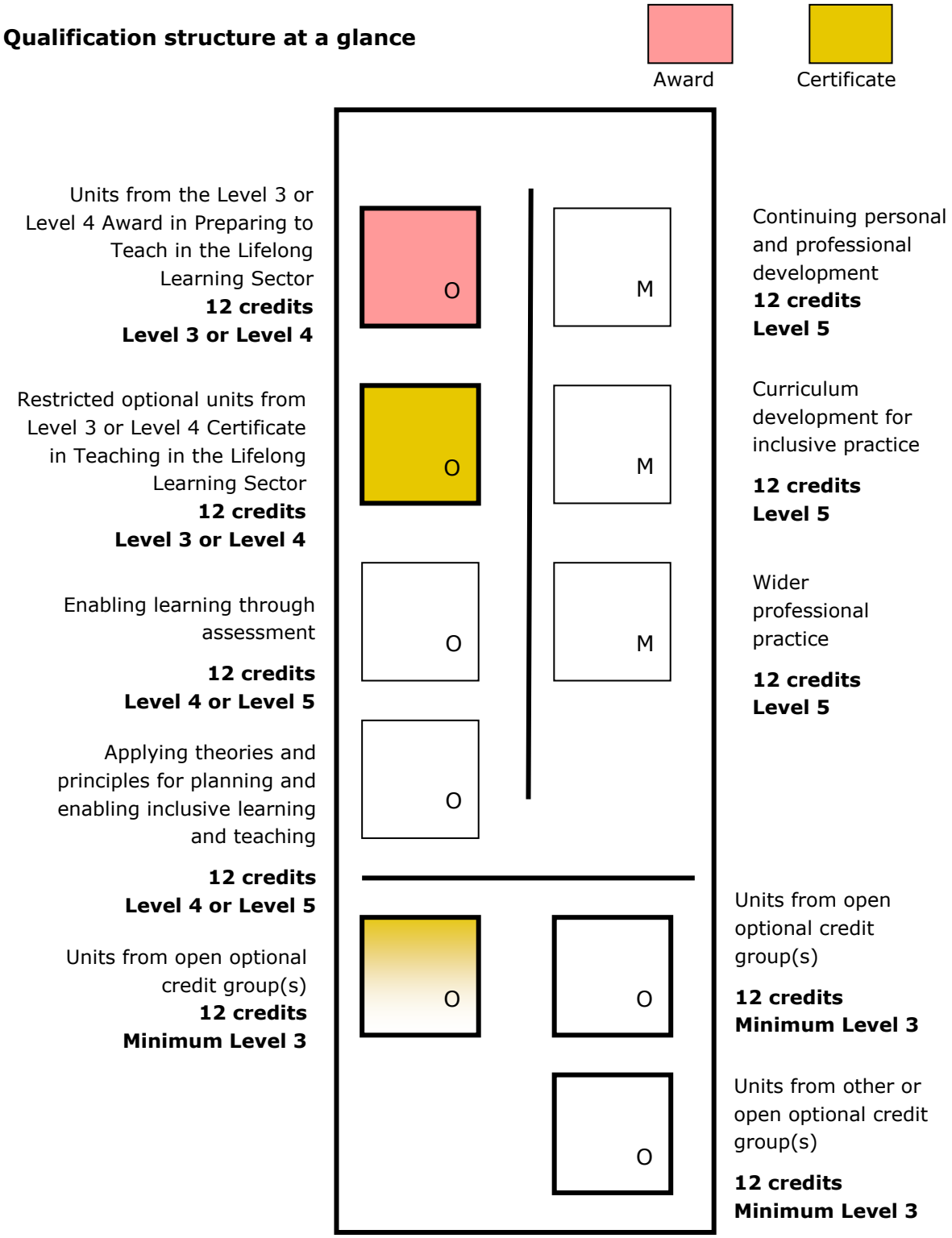
- *Unit 3: Assess Occupational Competence in the Work Environment (Level 3)*
- *Unit 21: Internally Assure the Quality of Assessment (Level 4)*
- *Unit 39: Understanding the Principles and Practices of Internally Assuring the Quality of Assessment (Level 4)*.

The delivery of these units must be in accordance with the assessment strategy (see *Annexe F SSC Assessment strategy*) and the correct approval must be gained by a centre to offer any competency-based (Learning and Development) units.

4 Qualification structure

Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF)

Qualification structure at a glance



Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) - Rules of Combination

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

Minimum number of credits that must be achieved	120
Minimum number of credits that must be achieved at Level 5 or above	63
Maximum number of credits that can be achieved at Level 3	12
Number of mandatory credits that must be achieved	84
Number of optional credits that must be achieved	36
Teaching practice hours	100

Unit title – mandatory units	Unit reference number	Unit number	Level	Credit	GLH
36 credits must be achieved from this group					
Continuing Personal and Professional Development	D/503/4921	6	5	12	30
Curriculum Development for Inclusive Practice	K/503/4923	7	5	12	30
Wider Professional Practice	J/503/4928	30	5	12	30
Three credits must be achieved from this group					
Roles, Responsibilities and Relationships in Lifelong Learning	M/503/1229	21	3	3	12
Roles, Responsibilities and Relationships in Lifelong Learning	M/503/1232	22	4	3	12
Group C Six credits must be achieved from Group C or Group D. 3 credits from sub-group C1 and 3 credits from sub-group C2					
Sub group C1					
Understanding Inclusive Learning and Teaching in Lifelong Learning	T/503/1233	23	3	3	12

Unit title – mandatory units	Unit reference number	Unit number	Level	Credit	GLH
Understanding Inclusive Learning and Teaching in Lifelong Learning	F/503/1235	24	4	3	12
Sub-group C2					
Using Inclusive Learning and Teaching Approaches in Lifelong Learning	Y/503/1242	26	3	3	12
Using Inclusive Learning and Teaching Approaches in Lifelong Learning	R/503/1238	27	4	3	12
Group D Six credits must be achieved from Group C or Group D					
*Facilitate Learning and Development in Groups	F/502/9548	13	3	6	25
*Facilitate Learning and Development for Individuals	J/502/9549	14	3	6	25
*Manage Learning and Development in Groups	A/502/9550	16	4	6	30
Three credits must be achieved from this group					
Principles of Assessment in Lifelong Learning	Y/503/1239	19	3	3	12
Principles of Assessment in Lifelong Learning	R/503/1241	20	4	3	12
*Understanding the Principles and Practices of Assessment	D/601/5313	25	3	3	24
Three credits must be achieved from this group					
Delivering Lifelong Learning	M/503/4907	8	3	3	15
Delivering Lifelong Learning	T/503/4908	9	4	3	15
Three credits must be achieved from this group					
Assessing Learners in Lifelong Learning	D/503/4904	4	3	3	15
Assessing Learners in Lifelong Learning	H/503/4905	5	4	3	15
*Assess Vocational Skills, Knowledge and Understanding	F/601/5319	3	3	6	30

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Unit title – mandatory units	Unit reference number	Unit number	Level	Credit	GLH
Three credits must be achieved from this group					
Planning to Meet the Needs of Learners	T/503/4911	17	3	3	15
Planning to Meet the Needs of Learners	A/503/4912	18	4	3	15
*Identify Individual Learning and Development Needs	K/502/9544	15	3	3	24
Three credits must be achieved from this group					
Using Resources for Lifelong Learning	Y/503/4917	28	3	3	15
Using Resources for Lifelong Learning	D/503/4918	29	4	3	15
*Develop and Prepare Resources for Learning and Development	A/502/9547	10	4	6	25
12 credits must be achieved from this group					
Enabling Learning through Assessment	T/503/4925	11	4	12	30
Enabling Learning through Assessment	A/503/4926	12	5	12	30
12 credits must be achieved from this group					
Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching	F/503/4944	1	4	12	30
Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching	Y/503/4920	2	5	12	30

*Indicates units which are also in the Learning and Development qualification

OPTIONAL UNITS – please see optional units specification for further details.

Please note: the unit numbers listed in the table below are as found in the optional specification.

*Indicates units which are also in the Learning and Development qualification

Unit title – optional units	Unit reference number	Unit number	Level	Credit	GLH
Action Learning for Teaching in a Specialist Area of Disability	F/503/5785	1	5	15	40
Action Research	T/503/5380	2	5	15	50
*Assess Occupational Competence in the Work Environment	H/601/5314	3	3	6	30
Assessment and Support for the Recognition of Prior Learning through the Accreditation of Learning Outcomes	K/503/5473	4	3	6	30
(The) Coaching and Mentoring Roles	M/503/5507	5	3	6	30
(The) Coaching and Mentoring Roles	T/503/5508	6	4	6	30
Delivering Employability Skills	F/504/0226	7	5	6	20
*Develop Learning and Development Programmes	M/502/9545	8	4	6	30
Developing, Using and Organising Resources within the Lifelong Learning Sector	D/503/5390	9	4	15	50
Developing, Using and Organising Resources within the Lifelong Learning Sector	H/503/5391	10	5	15	50
Effective Partnership Working in the Learning and Teaching Context	Y/503/5310	11	4	15	50
Effective Partnership Working in the Learning and Teaching Context	D/503/5311	12	5	15	50
*Engage Learners in the Learning and Development Process	F/502/9551	13	3	6	30
*Engage with Employers to Develop and Support Learning Provision	Y/502/9555	14	3	6	25

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Unit title – optional units	Unit reference number	Unit number	Level	Credit	GLH
*Engage with Employers to Facilitate Workforce Development	D/502/9556	15	4	6	30
Equality and Diversity	R/503/5788	16	3	6	25
Equality and Diversity	Y/503/5789	17	4	6	25
Evaluating Learning Programmes	L/503/5790	18	4	3	15
*Identify the Learning Needs of Organisations	H/502/9543	19	4	6	30
Inclusive Practice	L/503/5384	20	4	15	50
Inclusive Practice	Y/503/5386	21	5	15	50
*Internally Assure the Quality of Assessment	A/601/5321	22	4	6	45
The Lifelong Learning Sector	A/503/5378	32	4	15	50
The Lifelong Learning Sector	A/503/5381	33	5	15	50
Preparing for the Coaching Role	A/503/5509	23	3	3	15
Preparing for the Coaching Role	M/503/5510	24	4	3	15
Preparing for the Mentoring Role	T/503/5511	25	3	3	15
Preparing for the Mentoring Role	A/503/5512	26	4	3	15
*Provide Information and Advice to Learners and Employers	R/502/9554	27	3	3	20
Quality Procedures within the Lifelong Learning Sector	Y/503/5792	28	3	6	25
Quality Procedures within the Lifelong Learning Sector	R/503/5791	29	4	6	20
Specialist Delivery Techniques and Activities	R/504/0229	30	4	9	30
Teaching in a Specialist Area	Y/503/5372	31	4	15	50
Tutoring and Course Leadership in the Lifelong Learning Sector	J/503/5383	34	5	15	50
*Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	F/601/5322	38	4	6	45

Unit title – optional units	Unit reference number	Unit number	Level	Credit	GLH
*Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	T/601/5320	39	4	6	45
Understanding and Managing Behaviours in a Learning Environment	H/503/5469	35	4	6	20
Using Study Skills Approaches and Techniques to Enhance the Learning of Others	K/503/5814	38	4	6	25
Working with Individual Learners	R/503/5385	39	4	15	50
Working with Individuals and Small Groups in a Learning Environment	H/503/5388	40	4	9	30
Working with the 14–16 Age Range in the Learning Environment	J/503/7215	41	4	9	30
Working with the 14–19 Age Range in the Learning Environment	L/503/7216	42	5	15	50

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5 Assessment

Centre-devised assessment (internal assessment)

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

Units	Assessment method
All units	Centre-devised assessment

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria (see *Annexe B Portfolio Evidence Recording Sheets*).

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

Unless otherwise indicated within the *Information for tutors* section, the centre can decide what form assessment evidence will take (for example performance observation, 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.

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 Edexcel assessments to meet local needs and resources or write their own. There should be evidence in the course file that 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
- sources/types of appropriate evidence
- any specific guidance to support learners in generating appropriate evidence — including cross-referencing where a single piece of evidence relates to more than one unit, for example scheme of work/session plans/observation reports
- the use of Harvard referencing for all research materials.

6 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.

Edexcel 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 *Recognition of Prior Learning Policy* document, which is on the Edexcel website.

There is also a tariff, devised by Standards Verification UK, mapping coverage of legacy teaching qualifications to the new standards. The tariff can help learners and centres identify where to start their teacher training to meet regulatory and/or contractual obligations.

The tariff includes qualifications held by teachers/trainers/tutors in all further education environments, including further education colleges, work based learning providers, adult and community learning services and Third Sector organisations. The tariff can be found on the web at http://tariff.svuk.eu/.

Please note: tariffs for qualifications mapped after September 2011 (release of revised generic FE qualifications by LSIS) can be found on the New Tariff of ITT Qualifications (2011).

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

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7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The Edexcel qualifications leading to Qualified Teacher Learning and Skills status are internally assessed by the centre. Centres must use internal quality assurance processes to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel uses external quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice. For further information on quality assurance please refer to the BTEC Quality Assurance Handbook which can be found at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx.

External examination and standards verification quality assurance models

There are currently two quality assurance models in place for all Initial Teacher Training (ITT) qualifications. The standards verification model is in place for all ITT qualifications with embedded competence units and the external examination model for all ITT qualifications without embedded competence units. We aim to provide one Standards Verifier/External Examiner where possible to centres that are running a combination of competence-based and non-competence-based ITT qualifications.

What is external examination?

- External examination is the form of external verification undertaken for Edexcel programmes at Levels 4–7.
- External examination is how we check that your centre is operating quality assurance and assessing to national standards. External Examination relates to centres operating programmes in the manner associated with higher education or qualifications in a professional context.
- There will normally be one visit each year for programmes in a sector.

How do we do it?

- We allocate a subject-specific expert to a programme sector to conduct sampling of assessed student work and provide judgements and feedback.
- Your External Examiner will work with you to support you in identifying good practice and areas for further development, giving you guidance on how you can improve your delivery.

Which qualifications does external examination cover?

- Edexcel Level 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) (without competence units).
- Edexcel Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) (without competence units).
- Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (without competence units).

For further information please refer to chapter 6b of the *BTEC Quality Assurance Handbook* which can be found at: www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx.

What is standards verification?

- Standards verification is the way in which we check that centres are operating quality assurance and assessing to the right standards.
- Standards Verifiers will provide advice and information and support you in demonstrating that you are working to the standards and addressing areas of weakness.
- It ensures that you have accurate assessment records and are assessing learners appropriately, consistently and fairly.
- There will normally be two visits each year for programmes in a sector.

How do we do it?

We allocate a Standards Verifier:

- to those centres that have registered learners and notify your Quality Nominee, who acts as our point of contact.
- to those specific programmes which they are occupationally competent to verify.

Which qualifications does standards verification cover?

- Edexcel Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS) (with competence units).
- Edexcel Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) (with competence units).
- Edexcel Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) (with competence units).
- Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (with competence units).

For further information please refer to chapter 6c of the *BTEC Quality Assurance Handbook* which can be found at:
www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx.

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Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding Edexcel approval are able to gain qualification approval online. New centres must complete an Edexcel vocational centre and qualification approval application (VCQA).

The new units have different delivery options which, depending on the one the centre chooses to offer, will affect the Approval Status the centre will need to hold (or apply for) and the Quality Assurance process the centre will need to follow.

Option 1

The new teaching qualifications include the flexibility to recognise some Learning and Development competency-based units as option units (as listed in the Rules of combination). If the learner has already completed Learning and Development units and had them certified, they can choose to RPL them to gain exemption. This will require the centre to hold (or seek) standard Higher Education (HE) Qualification Approval. The centre will then be subjected to the standard HE quality assurance processes.

Option 2

The same approval and quality assurance requirement will apply if the centre wishes to deliver **only** the traditional, non-competency units.

Option 3

This option applies if the learner has not previously achieved any Learning and Development units and they would like to complete them as part of an option or optional units offer. In this instance, centres must hold or seek approval to offer the teaching qualifications with BOTH competency AND non-competency units. This will require BOTH the NVQ and the HE Qualification Approval forms to be completed by the appropriate Senior Standards Verifier (who will be allocated by Edexcel).

In addition, the centre will be subject to quality assurance processes that will be carried out by a Standards Verifier suitably qualified to cover both non-competency and competency units.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

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

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that current legislation is taught when it is part of a unit.

LSIS requires the *Diploma in Teaching in the Lifelong Learning Sector* qualification to be delivered in two parts of approximately 60 credits each. The mandatory and restricted optional units are assigned to one of the parts and must not be delivered in the other. *The Preparing to Teach and Certificate in Teaching* elements are in part one. Sequencing delivery into two parts supports those wishing to move to another programme at a mid point, providing them with a clear entry point to part two.

Therefore, please note that any of the following units selected from the Diploma in Teaching rules of combination, must be delivered at the **beginning** of the programme:

- *Unit 13: Facilitate Learning and Development in Groups (Level 3)*
- *Unit 14: Facilitate Learning and Development for Individuals (Level 3)*
- *Unit 16: Manage Learning and Development in Groups (Level 4)*
- *Unit 19: Principles of Assessment in Lifelong Learning (Level 3)* or *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)*
- *Unit 21: Roles, Responsibilities and Relationships in Lifelong Learning (Level 3)* or *Unit 22: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)*
- *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)* or *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*

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- *Unit 25: Understanding the Principles and Practices of Assessment (Level 3)*
- *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)* or *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*.

This approach will support learners in achieving the *Preparing to Teach in the Lifelong Learning Sector* requirement within their first year of the programme and will allow those holding a *Preparing to Teach in the Lifelong Learning Sector* award to join the Diploma in Teaching programme at an identified point.

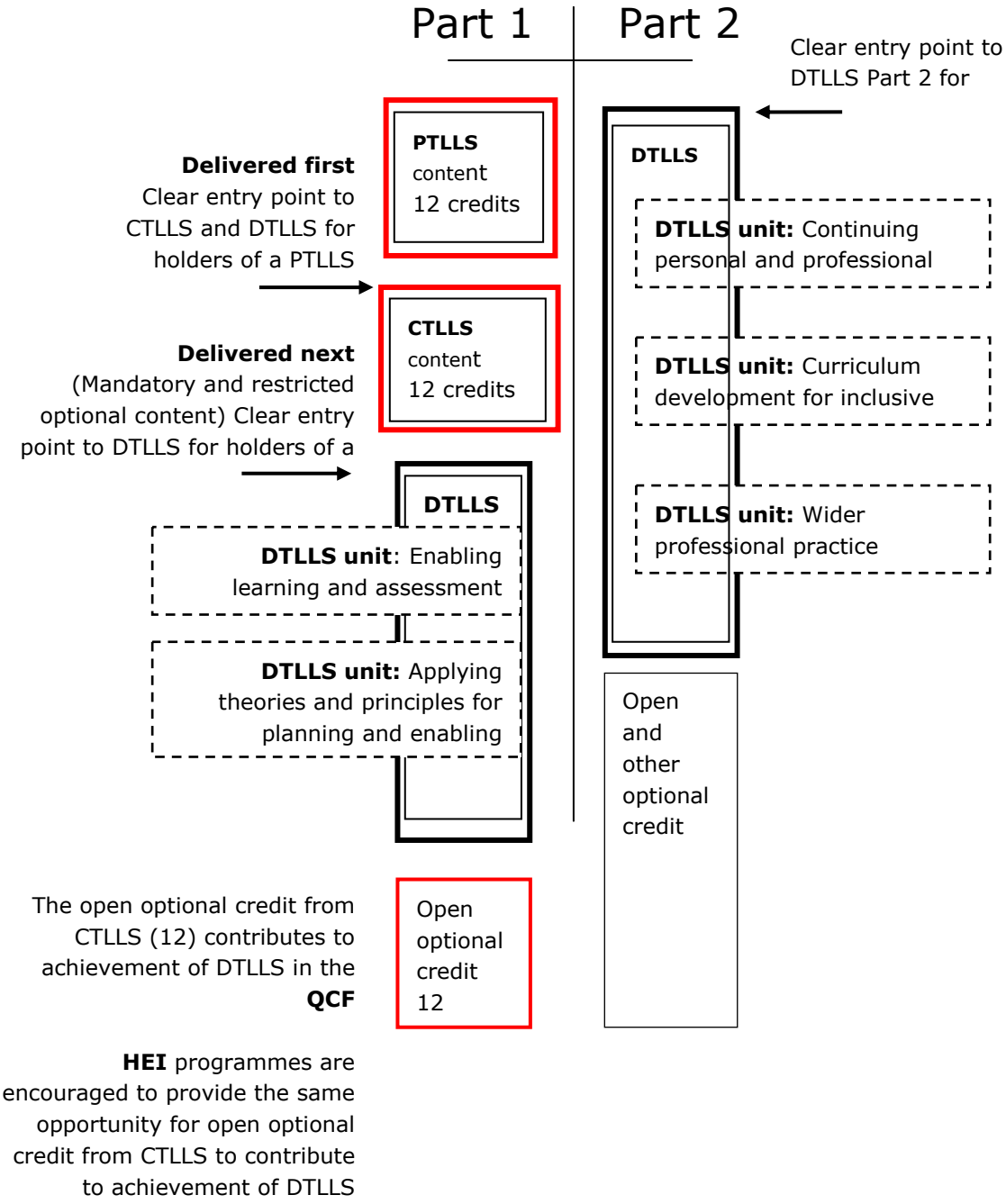
The following units from the *Diploma in Teaching* rules of combination must be delivered next:

- *Unit 3: Assess Vocational Skills, Knowledge and Understanding (Level 3)*
- *Unit 4: Assessing Learners in Lifelong Learning (Level 3)* and *Unit 5: Assessing Learners in Lifelong Learning (Level 4)*
- *Unit 8: Delivering Lifelong Learning (Level 3)* and *Unit 9: Delivering Lifelong Learning (Level 4)*
- *Unit 10: Develop and Prepare Learning and Development Resources (Level 4)*
- *Unit 15: Identify Individual Learning and Development Needs (Level 3)*
- U*nit 17: Planning to Meet the Needs of Learners (Level 3)* and *Unit 18: Planning to Meet the Needs of Learners (Level 4)*
- *Unit 28: Using Resources for Lifelong Learning (Level 3)* and *Unit 29: Using Resources for Lifelong Learning (Level 4)*.

This will allow those holding a *Certificate in Teaching in the Lifelong Learning Sector* qualification to join a *Diploma in Teaching in the Lifelong Learning Sector* programme at an identified point; refer to the diagram

'Sequence for delivery of the Diploma in Teaching in the Lifelong Learning Sector' programme for further information.

Sequence for delivery of the Diploma in Teaching in the Lifelong Learning Sector programme



9 Access and recruitment

Edexcel's policy regarding 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.

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.

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 10: Access to qualifications for learners with disabilities or specific needs*.

Entry requirements

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and agree an action plan to address them. If learners join the qualification programme having already completed a Preparing to Teach in the Lifelong Learning Sector Award, their record of development needs and previous action to address them should be reviewed. There are no other nationally agreed entry requirements.

Trainee teachers may join a Diploma programme whilst holding a *Preparing to Teach in the Lifelong Learning Sector* award. LSIS recognises the six- and twelve-credit qualifications as meeting the same requirements. Learners should not be required to present new evidence during a recognition of prior learning process to progress on to a DTLLS programme. Ofqual has confirmed its agreement with this approach.

The mandatory and restricted optional credit in the Certificate qualifications (24 credits) can be used towards achievement of the DTLLS qualification. LSIS requires DTLLS programmes to deliver the content of these CTLLS units in sequence after PTLLS. This will allow those who have achieved a CTLLS qualification to join the DTLLS programme at an appropriate point.

Achievement of the DTLLS qualification permits a maximum of 12 credits at Level 3. Those trainee teachers undertaking PTLLS and CTLLS qualifications should be made aware of this when deciding which level of qualification to undertake.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires that all learners should 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.

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.

Details on how to make adjustments for learners with protected characteristics are in the policy documents *Reasonable Adjustment* and *Special Considerations for BTEC and Edexcel NVQ Qualifications*, which are on our website, www.edexcel.com/Policies/.

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11 Units

All units have the following sections:

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

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

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Unit type

This indicates whether a unit sits within the specialist, professional or competence category. Different approval conventions may apply to different unit types; see QA section for further details.

Credit value

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

Guided learning hours

Guided learning hours (GLH) are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

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

Assessment requirements

This section lists any assessment requirements, for example opportunities for teaching practice, needed to achieve the unit. The centre will be asked to make sure that these are in place, when it seeks approval from Edexcel to offer the qualification.

Learning outcomes

The 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

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit amplification

This section gives further clarification on what a learner needs to know to achieve a learning outcome. Information in brackets gives exemplification for specific areas of knowledge.

Information for tutors (not included in the competency units)

This section gives tutors information on delivery and assessment. It usually 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.
- *Indicative resource materials* — lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

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Unit 1: Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching

Unit reference number:	**F/503/4944**
QCF level:	**4**
Unit type:	**Professional**
Credit value:	**12**
Guided learning hours:	**30**

Unit aim

The purpose of the unit is to enable the learner to understand the theories, principles and applications of learning and communication and apply them to inclusive learning and teaching. It covers expectations in relation to the minimum core in relation to application of theories and principles of for planning and enabling inclusive learning and teaching. It enables the learner to evaluate their own application of theories and principles of learning and communication to inclusive learning and teaching.

This unit develops the range of learning and teaching theories appropriate for creating an inclusive approach to a specific curriculum or training programme. This knowledge is important to enable the selection of appropriate learning and teaching approaches that are effective at engaging and stimulating learning. The impact of communication theory, and the role of the teacher as an effective communicator, is used to emphasise the importance of the link between teaching and effective communication.

The unit emphasises the need for the professional practitioner to be aware of their role in encouraging the development of the minimum core in literacy, language, numeracy and ICT and to embed opportunities for these through approaches to learning and teaching. Through all units teachers need to effectively evaluate their own approaches in order to develop their own practice.

Assessment requirements

This unit requires the application of theories, principles and models, which should be demonstrated through the practical experience of teaching, and evidence should be drawn from teaching practice. Simulation is not permitted for this unit.

Each learner must have access to the required number of hours of teaching practice in their own specialist subject area, with individual or groups of students, in order to provide the necessary evidence from their own practice.

Assessment of this unit should also be viewed in conjunction with *Unit 5: Assessing Learners in Lifelong Learning (Level 4*), *Unit 9: Delivering Lifelong Learning (Level 4)* and *Unit 20: Principles of Assessment in Lifelong Learning (Level 4*).

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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 application of theories and principles of learning and communication to inclusive learning and teaching	1.1	Explain the factors that can affect learning and achievement	□ Factors affecting learning and achievement, eg range of learning aptitudes: visual, auditory, kinaesthetic (VAK), consolidating learning through learning cycle (Kolb), addressing range of learning styles (Honey and Mumford), stimulating through experiential and experimental learning, recognising the impact of multiple intelligences (Gardner), addressing individual and group needs through intrinsic and extrinsic motivation (Maslow), mastery learning (Bloom).
		1.2	Reflect on ways in which theories and principles of learning and communication can be applied to enable inclusive learning and teaching	□ Theories and principles of learning and communication, eg language linked to stages of development (Piaget), role of language on cognitive development (Vygotsky), transactional analysis, inter-actionist approaches (Bruner), identifying approaches to suit student needs, language development resulting from nature or nurture, impact of non-verbal or body language, elaborate or restricted language code (Bernstein).
2	Be able to apply theories and principles of learning and communication to inclusive learning and teaching	2.1	Apply inclusive learning and teaching strategies and resources taking account of theories and principles of learning and communication	□ Learning and teaching strategies and resources, eg teacher instruction for new learning (didactic), mastery learning to develop skills learning, developing wider skills through collaborative and partnership activities, peer support and teaching for sharing learning, using new technologies for flexible or distance learning approaches, developing online support and materials through VLE (virtual learning environment, Moodle), case study or simulation.

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Explain how own selection and use of inclusive learning and teaching strategies and resources relates to theories and principles of learning and communication	□ Selection and use of strategies based on theories and principles, eg use of the learning cycle (activist, reflector, theorist, pragmatist), multi-sensory strategies for engaging and motivating students, strategies and resources based on recognising the contrasts between student needs (visual, auditory and kinaesthetic), individualising learning through support from technology, recognising own language use and the importance of adapting to different students and contexts.
3	Understand expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching	3.1	Evaluate ways in which minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching	□ Demonstrating minimum core elements, eg developing embedded approaches and integrated practice in planning and enabling learning, developing inclusive practice in relation to basic skills (literacy, language, numeracy and ICT), significance of language skills in learning (Piaget, Vygotsky), enabling students to develop skills for the workplace, enabling effective practice in the personal skills in minimum core.
		3.2	Use elements of minimum core in applying theories and principles of planning and enabling inclusive learning and teaching	□ Applying theories and principles with minimum core, eg identifying naturally occurring activities, use of learning cycle to develop individual and group presentations, groupwork to involve students directly to develop own skills, mastery learning approaches to build on student experiences, holistic approaches to maximise the benefit to students and demonstrate linkages in learning, individual activities to encourage appropriate use of ICT, research online employing different learning styles and intelligences.

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Learning outcomes		Assessment criteria		Unit amplification
4	Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching	4.1	Review how own application of theories and principles of learning and communication impact on inclusive learning and teaching	□ Application of theories and principles, eg recognising underlying principles affecting individual learning, appreciating the significance of language in the learning process, recognising and addressing barriers, identifying ways of embedding minimum core, promoting the holistic approach to learning and teaching in planning schemes of work, currency of personal skills and standards in functional and wider skills.
		4.2	Identify strengths and areas for improvement in own application of theories and principles of inclusive learning and teaching	□ Identify strengths and areas for improvement, eg understanding students' communication abilities and needs, evaluation of own teaching and learning strategies, recognising potential barriers to communication, using reflective practice in evaluating own approaches, using feedback from others in evaluating personal skills and attributes in teaching and communication, ability to develop holistic approaches, opportunities for embedding minimum core and identifying naturally occurring opportunities to promote learning.
		4.3	Engage in professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching	□ Opportunities to improve own application of theories and principles, eg undertaking individual research into existing and new areas of learning and communication, taking up staff-development opportunities, pursuing higher-level qualification opportunities (Master's, PhD), academic or professional practice, individual research taking responsibility for specific project, researching educational issues through professional journals and online publications.

Information for tutors

Delivery

This unit has a practical element to enable learners to appreciate and understand the various aspects of the process of communication. It would be appropriate to study these aspects through research, individual presentations, case studies, simulations and role play, video recording, discussions, practical exercises and tutor input. Role play and simulations should be prepared thoroughly and carefully in order to involve learners in an appropriate and realistic way that contributes to learning. It is also possible to make use of the skills, knowledge and understanding within a group to share skills through peer teaching and support. This can also be acted out through peer-group working or collaborative activities.

This unit offers opportunities for learners to engage in reading and research – on an individual as well as a collaborative basis. It is especially important for learners to appreciate the significance of communication – both verbal and non-verbal – when it comes to the learning experience. Communication is often taken for granted when teachers assume that learners understand because they share the same language. This is not the case and by sharing experiences – as in individual presentations – learners should be made more aware of the role of communication in learning and teaching. Learners could also combine the evidence of this unit with researching other units relating to meaningful learning and teaching approaches.

As elsewhere in the course, learners should be given opportunities to be involved in the negotiation of methods and approaches so that they can actively engage in progress through the unit content, defining and creating their own opportunities for learning. Wherever possible, the unit should be related to learners' own teaching/training situations and experiences. They should be encouraged to evaluate their own programmes and assess their past and current practice, identifying strengths and development needs.

It is important to encourage learners to access those within the organisation who are able to share their own experience of learning and teaching. Learners provide an additional resource and they should be encouraged to share these experiences with the aid of presentational equipment. It is especially important to give learners access to a range of learning and teaching resources and technology that may not be available in their normal teaching context.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate one way to plan the delivery and assessment of the unit.

The range of learning activities suggested for this unit includes tutor-led discussions and presentations, whole-group and small-group activities, individual learner presentations, and individual learner reflective and planning activities.

Centres that already have a learning programme for the DTLLS qualification will find changes to the delivery and assessment programme are minimal.

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Introduction to the unit

At the beginning of the delivery of this unit, time should be given to discussing the learning and assessment activities, along with the links between the units and the opportunities to draw evidence from teaching practice.

Learning outcomes 1 and 2

Discussion-based review of learning from *Unit 9: Delivering Lifelong Learning* (Level 4) and *Unit 18: Planning to Meet the Needs of Learners (Level 4)* to include factors such as learning cycle, VAK, learning styles and to summarise impact of each factor identified.

The tutor introduces new aspects not previously covered, for example multiple intelligences or mastery learning.

Individuals to use tutor- and peer support to plan and prepare for research into factors likely to affect students' learning and achievement in specialist areas.

The tutor presents a range of appropriate communication theories and principles leading to triad activity in which learners are given the roles of talker, listener and observer. A topic may be selected beforehand, for example 'What I did on my holiday', to provide focus. An added dimension may be to provide secret directives to the listener such as 'appear bored', 'stare intently', 'keep interrupting', 'ask questions', 'doodle' or 'fidget'. The observer should take notes. After two minutes, learners change roles until each one of the trio has had a chance to talk. Learners then share and discuss their experiences of each role to highlight the impact of communication from the teacher/talker perspective and the learner/listener perspective.

The tutor provides a summary of discussions to focus attention on potential barriers to communication with the emphasis on language and language development – including aspects of multilingualism. The discussion should be opened up to include how the theories can be applied to enable inclusive learning and teaching.

Presentations of research into theories and principles of communications linked to individual practice. Learners research and prepare a report to be delivered as a 30-minute presentation to the group to explain how research supports selection and use of inclusive learning and teaching strategies and resources. To be followed by discussions.

Individual notes should be taken to provide alternative theories and principles of learning and communication that can be used in writing conclusions to the final report.

Learning outcomes 3 and 4

Learners undertake individual reflective activities in which they:

- review ways in which minimum core elements are demonstrated and used in applying theories and principles for planning and enabling inclusive learning and teaching
- identify strengths and areas for improvement in order to take up professional development opportunities and improve own application of theories and principles of learning and communication to inclusive learning and teaching.

Assessment

Below are suggested assessment activities that cover the assessment criteria. They are for guidance only and it is recommended that centres either adapt Edexcel assignments to meet local needs and resources or write their own assignments. In this case there should be evidence in the course file that centre-devised assignments have been internally reviewed and moderated.

It is important to recognise that the guidance provided here is in a basic form and that, in addition to the logging and feedback record relating to the assessment criteria, each assignment brief should include any specific guidance to support learners in generating appropriate evidence – including cross-referencing where a single piece of evidence relates to more than one unit, for example – scheme of work/session plans/observation reports.

Much of the evidence for this unit can be drawn from other mandatory units, particularly from the teaching and learning units where theory underpins all programmes and session planning. Other units provide evidence of designing and planning schemes of work, learning programmes and session plans, for example *Unit 9: Delivering Lifelong Learning (Level 4), Unit 18: Planning to Meet the Needs of Learners (Level 4)*, and, at a basic level, *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)* or the alternative learning and development units. Evidence from certain optional units could also apply.

Assessment criteria 1.1, 1.2 and 2.2

Learners undertake individual research into the factors that can affect learning and achievement and ways in which theories and principles of learning and communication can be applied to enable inclusive learning and teaching. Learners write a report to present to peers to explain how these relate to the selection and use of inclusive learning and teaching strategies and resources in their own specialist area. Learners should use examples from their own teaching practice where appropriate.

Learners deliver a 30-minute presentation to the group to explain how the research supports their selection and use of inclusive learning and teaching strategies and resources.

Following the presentation, learners use the presentations of others to write a conclusion to their report reviewing the effectiveness of their own application of these theories and principles to inclusive learning and teaching.

Assessment evidence

For example research materials, written report, observation report, peer feedback, reflective journal in the form of individual learning plan/personal development record, tutorial record, examples of learner work and feedback interviews.

Assessment criterion 2.1

Learners select and use inclusive learning and teaching strategies and resources. In their planning and delivery of learning and teaching, learners should show they have taken account of theories and principles of learning and communication.

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Assessment evidence

Teaching practice portfolio: scheme of work, session plans, observation record, guidance document detailing the use of ICT as a teaching and learning tool, visual materials that would be used to communicate in a teaching situation. This might include slide presentations, overhead transparencies, subject-specific items and handout notes.

Assessment criteria 3.1 and 3.2

Learners' teaching-practice portfolios should contain examples of minimum core elements demonstrated and used in applying theories and principles for planning and enabling inclusive learning and teaching.

Using their personal development records, learners review ways in which they can apply theories and principles for planning and enabling inclusive learning and teaching. Learners make reference to specific examples of minimum core activities to cover the principal areas of language, literacy, numeracy and ICT (wherever possible).

Assessment evidence

Teaching portfolio, examples of minimum core activities, observation record, self-assessment, individual learning plan/personal development record.

Assessment criteria 4.1, 4.2 and 4.3

Learners use their personal development record to review their strengths and areas for improvement. They produce an action plan to record professional development opportunities to improve their own application of theories and principles of learning and communication to inclusive learning and teaching and evaluate these.

Assessment evidence

Tutorial record, individual learning plan/personal development record, record of continuing personal and professional development, self-assessment through evaluation and analysis of own practice, skills and knowledge, action plans for further development, tutor, colleague and peer assessment, feedback records, observation records.

Indicative resource materials

Textbooks

Cohen L, Manion L and Morrison K – *A Guide to Teaching Practice, 5th edition* (Routledge, 2010) ISBN 9780415485586

Keeley-Browne L – *Training to Teach in the Learning and Skills Sector* (Longman, 2007) ISBN 9781405812382

Petty G – *Teaching Today: A Practical Guide* (Nelson Thornes, 2004) ISBN 9780748785254

Reece I, Walker S – *Teaching, training and learning, A practical guide* (Business Education 2007) ISBN 9781901888560

Rogers J – *Adults Learning* (Open University Press, 2001) ISBN 9780335206773

Journals and magazines

British Educational Research Journal

Teaching Today

Times Educational Supplement – FE Focus

Times Higher Education

Websites

www.aoc.co.uk	Association of Colleges
www.businessballs.com	Free ideas, materials, exercises, tools, templates
http://www.uk250.co.uk/education/	Collection of UK education websites
www.education.gov.uk	Department for Education
www.geoffpetty.com	Geoff Petty online teaching and learning resources
www.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
www.ofqual.gov.uk	Ofqual (Office of Qualifications and Examinations Regulation)
www.ofsted.gov.uk	Ofsted (Office for Standards in Education, Children's Services and Skills) – provides links to reports and official publications
www.pearsoned.co.uk/keeley-browne	Pearson Education: downloadable resources to accompany textbook

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Unit 2: Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching

Unit reference number:	**Y/503/4920**
QCF level:	**5**
Unit type:	**Professional**
Credit value:	**12**
Guided learning hours:	**30**

Unit aim

The purpose of the unit is to enable the learner to understand the theories, principles and applications of learning and communication and apply them to inclusive learning and teaching. It covers expectations in relation to the minimum core in relation to application of theories and principles for planning and enabling inclusive learning and teaching. The unit enables the learner to evaluate their own application of theories and principles of learning and communication to inclusive learning and teaching.

This unit gives learners the opportunity to explore a range of teaching and learning theories that support the selection of inclusive learning and teaching techniques, enabling them to choose teaching approaches that will engage their students and stimulate the learning process. The impact of communication and the role of the teacher as an effective communicator are also considered.

The unit emphasises the need for the professional practitioner to be aware of their role in encouraging the development of the minimum core in literacy, language, numeracy and ICT, and to embed opportunities for these through approaches to learning and teaching.

Teachers also need to evaluate their own teaching and learning approaches effectively in order to develop their own practice.

Assessment requirements

This unit deals primarily with theories and principles but it is essential that these are applied to the practical experience of teaching in the lifelong learning sector. The learning outcomes must, therefore, be assessed in a teaching and learning environment. Simulation is not permitted for this unit.

This unit should draw on other units, such as *Unit 9: Delivering Lifelong Learning (Level 4)*, *Unit 18: Planning to Meet the Needs of Learners (Level 4)* and, at a basic level, *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*.

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 application of theories and principles of learning and communication to inclusive learning and teaching	1.1	Analyse the factors that can affect learning and achievement	□ Factors affecting learning and achievement, eg the psychology of learning (Piaget, Romanowski), range of learning aptitudes (VAK, Dunn and Prashnig), consolidating learning through learning cycle (Kolb), addressing range of learning styles (Honey and Mumford), impact of multiple intelligences (Gardner), operant conditioning in skills learning (Pavlov), engaging through discovery learning (Bruner), appreciating underlying principles (behaviourists, cognitivists, humanists), addressing individual and group needs through intrinsic and extrinsic motivation (Maslow), mastery learning (Bloom).
		1.2	Explain how theories and principles of learning and communication can be applied to enable inclusive learning and teaching	□ Theories and principles of learning and communication, eg operant conditioning in language and learning (Skinner), language linked to stages of child development (Piaget), innate language acquisition (Chomsky), role of language on cognitive development (Vygotsky), neural network models, transactional analysis, inter-actionist approaches (Bruner), language development resulting from nature or nurture, impact of non-verbal or body language, elaborate or restricted language code (Bernstein).

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Learning outcomes		Assessment criteria		Unit amplification
2	Be able to apply theories and principles of learning and communication to inclusive learning and teaching	2.1	Apply and use inclusive learning and teaching strategies and resources taking account of theories and principles of learning and communication	□ Learning and teaching strategies and resources, eg andragogical versus pedagogical approaches, teacher instruction for new learning (didactic), mastery learning to develop and reinforce skills learning, group activities developing wider skills through collaborative working, peer support and teaching for sharing learning, strategies to develop experiential learning, inclusive activities using new technologies for flexible or distance learning, developing online support and materials through virtual learning environment (VLE), individualised resource-based learning, interactive learning through role play or games, case study or simulation to create realistic context, developing student responsibility and autonomy for organising their own learning effectively.
		2.2	Assess the effectiveness of own selection and use of inclusive learning and teaching strategies and resources	□ Selection and use of strategies based on theories, and principles, eg use of the learning cycle to build on experiential learning, varying approaches by developing multi-sensory strategies, rules versus concept learning (Bruner), programmed materials for independent learning, individualising learning through support from technology, concept of transmitters and receptors as a two-way communication process, recognising interference and barriers to communications, recognising own language use and the importance of adapting to different learners and contexts, dangers of assumed knowledge (Edwards and Mercer), resource design and use meeting different needs (VAK).

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to meet the expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching	3.1	Analyse ways in which minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching	□ Demonstrating minimum core elements, eg developing embedded approaches and integrated practice in planning and enabling learning, developing inclusive practice in relation to student's basic skills (literacy, language, numeracy and ICT), identifying where students' difficulties in these areas can be a barrier to achievement, consolidating learning and cognitive development, enabling students to develop skills for the workplace, developing the knowledge and understanding needed to support learning, enabling effective practice in the personal skills in minimum core, signposting professional development, available resources for supporting students.
		3.2	Use elements of minimum core in applying theories and principles for planning and enabling inclusive learning and teaching	□ Applying theories and principles with minimum core, eg identifying naturally occurring activities for developing skills within all areas of learning, use of learning cycle to develop individual and group presentations, recognising concrete versus abstract concepts, group work to involve students directly to develop own skills, mastery learning approaches to build on student experiences, holistic approaches to maximise the benefit to student and demonstrate linkages in learning, opportunities to apply learning to workplace, individual activities to encourage appropriate use of ICT, research online.

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Learning outcomes		Assessment criteria		Unit amplification
4	Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching	4.1	Analyse how own application of theories and principles of learning and communication impact on inclusive learning and teaching	□ Effectiveness of own application of theories and principles, eg level of understanding of learning and communication theories, recognising underlying principles affecting individual learning, appreciating the significance of language in the learning process, recognising and addressing barriers to learning arising out of language and literacy issues, recognising appropriateness of own use of language in the learning and teaching context, promoting holistic approaches to learning and teaching in planning schemes of work, planning approaches to engage and motivate students.
		4.2	Evaluate strengths and areas for improvement in own application of theories and principles of inclusive learning and teaching	□ Identify strengths and areas for improvement, eg understanding student ability and needs, appreciating learning difficulties arising out of language and cognitive development, evaluating own teaching and learning strategies, addressing communication barriers and issues arising, flexible response to multilingualism, adopting appropriate strategies, evaluating own approaches, being responsive to feedback from others in relation to personal skills and attributes, developing holistic approaches, recognising opportunities for embedding minimum core, adapting naturally occurring opportunities for learning.

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Engage in professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching	□ Opportunities to improve own application of theories and principles, eg developing more reflective practice, undertaking individual research into existing and new areas of learning and communication, researching educational issues through professional journals and online publications, taking up staff development opportunities specifically relating to developing understanding, opportunities in developing academic skills and understanding through higher degrees (Master's, PhD), work-shadowing, taking individual responsibility for specific project, contributing to training of others.

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Information for tutors

Delivery

As many of the principles of learning and teaching are dealt with in other units, this unit provides the opportunity to focus on the underlying principles that provide the links between learning and communication. It is especially important for learners to appreciate the significance of communication – both verbal and non-verbal – when it comes to the learning experience. Understanding is often taken for granted because teachers believe they share a language with learners. The opportunity should be taken to develop the use of interactive skills and group work through case studies, simulations and role play so learners can analyse their own communication skills in a secure environment. Role play and simulation should be prepared thoroughly and carefully in order to involve the learners in an appropriate and realistic way that contributes to learning.

This unit requires learners to engage in reading and research, on an individual as well as a collaborative, basis. This can be done through peer-group working or collaborative activities and by sharing experiences – as in individual presentations – where learners can be made more aware of the role of communication in learning and teaching. Learners could also combine research for this unit with research for other units.

As elsewhere, learners should be given opportunities to be involved in the negotiation of methods and approaches so that they may actively engage in progress through the unit content, defining and creating their own opportunities for learning. Wherever possible, the unit should be related to learners' own teaching/training situations and experiences. They should be encouraged to evaluate their own programmes and assess their past and current practice, identifying strengths and development needs.

Each learner must have access to the required number of hours of teaching practice in their own specialist subject area, with individual or groups of learners, in order to provide the necessary evidence from their own practice. Simulation of practice is not acceptable.

It is important to encourage learners to access people within the organisation who are able to share their own experience of learning and teaching. Learners are additional resource and they should be encouraged to share their experiences using presentational equipment. It is especially important to give learners access to a range of learning and teaching resources and technology that may not be available in learners' normal teaching contexts.

Learners will need access to a range of appropriate literature as well as to the internet, and guidance on useful websites. This is of important in enabling access to up-to-date developments, valuable for both individual and group research. Up-to-date versions of minimum core requirements are also required.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate one way to plan the delivery and assessment of the unit.

The range of learning activities suggested for this unit includes tutor-led discussions and presentations, whole-group activities, and individual learner reflective activities.

Centres that already have a learning programme for the existing DTLLS qualification will find changes to the delivery and assessment programme are minimal.

Introduction to the unit

At the beginning of the delivery for this unit, time should be given to discussion of the learning and assessment activities, along with the links between the units and the opportunities to draw evidence from teaching practice.

Learning outcomes 1 and 2

Individual learners prepare one case study on a single (anonymous) student and present it to the group to demonstrate:

- factors that affect learning and achievement
- ways in which theories and principles of learning are demonstrated to aid understanding
- individual research, presentation, seminar, peer teaching
- review of learning from *Unit 9: Delivering Lifelong Learning (Level 4)* and *Unit 18: Planning to Meet the Needs of Learners (Level 4*) Additional tutor input to suggest aspects not previously covered, for example multiple intelligences or mastery learning.

The tutor presents a range of appropriate communication theories and principles leading to triad activity in which learners are given the roles of talker, listener and observer. To provide focus, a topic may be selected beforehand, for example 'What I did on my holidays'. An added dimension may be to provide secret directives to the listener such as 'appear bored', 'stare intently', 'keep interrupting', 'ask questions', 'doodle' or 'fidget'. The observer should take notes. After two minutes, learners change roles until each one of the trio has had a chance to talk. Learners then share their experiences of each role to highlight the impact of communication from the teacher/talker perspective and the learner/listener perspective.

Summary of discussions to focus attention on potential barriers to communication, with the emphasis on language and language development – including aspects of multilingualism. This could be expanded into a whole-group discussion on how the theories can be applied to enable inclusive learning and teaching. Following this, learners could undertake individual research report assignments.

Learning outcomes 3 and 4

Learners undertake individual reflective activities in which they:

- analyse ways in which applying theories and principles for planning and enabling inclusive learning and teaching can be demonstrated through minimum core elements. This should be supported by referencing to minimum core documents
- evaluate strengths and areas for improvement in order to take up professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching. Learners should link this to their continuing personal and professional record and personal development record where appropriate.

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Assessment

The suggested assessment activities cover the assessment criteria. They are for guidance only and it is recommended that centres either adapt Edexcel assignments or write their own to meet local needs and resources. At this level, learners should show creativity and originality in the ways in which they present the evidence to support their successful completion of this unit.

It is also important to recognise that the guidance provided here is in a basic form and that each assignment brief should include any specific guidance to support learners in generating appropriate evidence – including cross-referencing where a single piece of evidence relates to more than one unit, for example scheme of work/session plans/observation reports.

Much of the evidence for this unit can be drawn from other mandatory units, particularly the teaching and learning units where theory underpins all programmes and session planning. Other units provide evidence of designing and planning schemes of work, learning programmes and session plans, for example, *Unit 9: Delivering Lifelong Learning (Level 4), Unit 18: Planning to Meet the Needs of Learners (Level 4)*, and, at a basic level, *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)* or the alternative learning and development units. Evidence from certain optional units could also apply.

Assessment criterion 1.1

Learners carry out the necessary research in order to prepare a case study on a single (anonymous) student to present to the group. The case study should highlight:

- factors that affect learning and achievement in relation to the selected student
- ways in which theories and principles of learning aid understanding and ability to develop strategies that promote inclusive learning and teaching.

Assessment evidence

Written case study, examples of learner's work, background research, presentation materials. Presentation, or peer teaching, can count towards requirements for teaching practice, as can observation reports.

Assessment criterion 2.1

Learners select and use a range of inclusive learning and teaching strategies and resources that take account of theories and principles of learning and communication, to plan and deliver learning and teaching.

Assessment evidence

Teaching practice portfolio: scheme/s of work and session plans covering required number of teaching practice hours, teaching practice observation reports, learner evaluation feedback.

Guidance document detailing the use of ICT as a teaching and learning tool.

Materials which would be used to communicate in a teaching situation for example PowerPoint presentations, overhead transparencies, subject-specific items, handouts.

Assessment criteria 1.2, 2.2 and 4.1

Using a range of resources, individual learners research ways in which theories and principles of learning and communication can be applied to enable inclusive learning and teaching. Using this research, learners analyse how this relates to their own selection, use and effectiveness of inclusive learning and teaching strategies and resources in their own practice. To avoid duplication of learning theory covered in other units, learners should emphasise the specific role of communication in learning and teaching.) This should be linked to the research undertaken for the case study.

Learners present their findings in the form of a report and use specific examples from their teaching practice to support their research findings.

Assessment evidence

Research materials, individual report, teaching practice observation reports, peer feedback, individual learning plan/personal development record, tutorial record, examples from teaching practice portfolio.

Assessment criteria 3.1 and 3.2

Learners' teaching practice portfolios should contain examples of minimum core elements demonstrated and used in applying theories and principles for planning and enabling inclusive learning and teaching.

Using their personal development records, learners review ways in which they can apply theories and principles for planning and enabling inclusive learning and teaching. Learners make reference to specific examples of minimum core activities to cover the principal areas of language, literacy, numeracy and ICT (wherever possible). Learners could draw on research from the previous activities, examples from their own teaching practice and relevant aspects of previous units.

Assessment evidence

Teaching portfolio, teaching practice observation records, self-assessment, individual learning plan/personal development record, written review to link to theories.

Assessment criteria 4.2 and 4.3

Learners identify areas for improvement in applying theories and principles to inclusive learning, producing an action plan in order to take up appropriate professional development opportunities.

Learners review ways in which the continuing personal and professional development can be used to improve their communication skills, along with inclusive learning and teaching practice.

*Link to Unit 6: Continuing Personal and Professional Development (Level 5).

Assessment evidence

Individual learning plan/personal development record, self-assessment through evaluation and the analysis of own practice, action plans, research materials, tutorial record, record of continuing personal and professional development.

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Indicative resource materials

Textbooks

Avis J, Fisher R and Thompson R (eds) — *Teaching in Lifelong Learning: A Guide to Theory and Practice* (Open University Press, 2009) ISBN 9780335234684

Cohen L, Manion L, Morrison K and Wyse D — *A Guide to Teaching Practice, 5th Edition* (Routledge, 2010) ISBN 9780415485586

Keeley-Browne L — *Training to Teach in the Learning and Skills Sector* (Pearson, 2007) ISBN 9781405812382

Nunan D — *Introducing Discourse Analysis* (Penguin, 1993) ISBN 9780140813654

Petty G — *Teaching Today: A Practical Guide* (Nelson Thornes, 2004) ISBN 9780748785254

Reece I and Walker S — *Teaching, Training and Learning: A Practical Guide* (Business Education, 2007) ISBN 9781901888560

Rogers J — *Adults Learning* (Open University Press, 2001) ISBN 9780335206773

Schoeman M — *Confidence, Communication And You* (lulu.com, 2011) ISBN 9781447779735

Journals and/or magazines

British Educational Research Journal

Teaching Today

Times Educational Supplement – FE Focus

Times Higher Education

Websites

www.aoc.co.uk	Association of Colleges
www.businessballs.com	Free ideas, materials, exercises, tools, templates
www.education.gov.uk	Department for Education
www.geoffpetty.com	Geoff Petty online teaching and learning resources
www.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
www.ofqual.gov.uk	Ofqual (Office of Qualifications and Examinations Regulation)
www.ofsted.gov.uk	Ofsted (Office for Standards in Education, Children's Services and Skills) – provides links to reports and official publications
www.pearsoned.co.uk/keeley-browne	Pearson Education: downloadable resources to accompany textbook

Unit 3: Assess Vocational Skills, Knowledge and Understanding

Unit reference number:	**F/601/5319**
QCF level:	**3**
Unit type:	**Competence**
Credit value:	**6**
Guided learning hours:	**30**

Unit aim

The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside the work environment. Assessment methods include: assessments of the learner in simulated environments, skills tests, oral and written questions, assignments, projects, case studies and recognising prior learning. The unit does not require the design of assessments.

Assessment requirements

Evidence for all learning outcomes must come from performance in the work environment. Practice should be in the appropriate context – either with groups or with individuals. Simulation is not permitted.

Learners should be given the opportunity to be involved in negotiating delivery and assessment methods and approaches for a minimum of two assessments with a minimum of two of their own students (a minimum of at least four in total).

There must be evidence to cover all of the assessment methods listed in the unit. There must be performance evidence for at least three of the following assessment methods: assessments of the student in simulated environments skills tests, oral and written questions, assignments, projects, case studies and recognising prior learning. Other forms of evidence will be acceptable for the remaining assessment methods.

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for two or more units.

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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	Be able to prepare assessments of vocational skills, knowledge and understanding	1.1	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning	□ Addressing your students' needs, eg recognising prior learning, current level of skills, knowledge, understanding, specific learning, assessment needs. □ Meeting assessment requirements, eg organisation, awarding organisation, employers, vocational standards, fit for purpose, individual or group assessment, simulated environments, skills tests, oral and written questions or discussions, assignments, projects, case studies.
		1.2	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding	□ Environment, eg workplace, rooming, laboratory, simulated environment, virtual learning environment. □ Materials, eg materials necessary for skills test, paper-based or online tests, assignment brief, practical outline, materials required for projects, case studies. □ Conditions, eg timing, staffing, access to ICT; learner preparation eg support for specific students as required.

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners	□ Standards, criteria against which they will be assessed, eg awarding organisation requirements, vocational skills, knowledge, understanding standards. □ Other specific requirements, eg deadlines, venue, methods, testing procedures, format for evidence, expected outcomes, opportunities for feedback, benefits of assessment, appeals procedure. □ Requirements of the student, eg preparation, specific needs, activity, evidence required.
2	Be able to carry out assessments of vocational skills, knowledge and understanding	2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements	□ Organisation policies and procedures, eg initial assessment, assessment methods, range of appropriate evidence to meet specified and identified criteria, requirements of awarding organisation, regulatory bodies, National Occupational Standards, Sector Skills Council, standardisation procedures, roles and responsibilities. □ Appropriate assessment opportunities, eg timing and conducting of assessments, naturally occurring evidence, individuals or groups.
		2.2	Provide support to learners within agreed limitations	□ Appropriate levels of support, eg initial assessment, clarification of assessment activities, negotiating deadlines, adopting alternative approaches/timing. □ Identifying specific support needs, eg language, literacy, visual, auditory, physical. □ Availability of support, eg specialist support for visual, auditory impairments, translator for second, alternative language, practical or electronic equipment.

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Learning outcomes		Assessment criteria		Unit amplification
		2.3	Analyse evidence of learner achievement	□ Sufficiency, eg employ range of evidence, student work, performance evidence, test results, responses to questioning, results, achievement records, authenticity, recording observation evidence. □ Comparing evidence against assessment criteria, standards, individual or group contributions, eg valid, coherent, reliable, fair, realistic, relevant. □ Compatibility with assessment, learning programme, eg vocational and awarding organisation standards and required learning outcomes, adhere to college and/or industry, awarding body and government requirements.
		2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria	□ Evidence that is appropriate, eg range of evidence clearly identified against assessment criteria, decisions based on evidence that is valid, sufficient and authentic, reliable and can be repeated or learning transferred; decisions are fair, without bias and relate to the identified criteria, complying with organisation and/or industry, awarding body and government requirements.
		2.5	Follow standardisation procedures	□ Organisation assessment policies and procedures, eg complying with awarding body, national occupational standards requirements. □ Team, assessor standardisation, eg across qualifications, units, modules, assessment criteria, learners, assessors, observations of practice, standardisation meetings, sharing good practice, observation of peers, work shadowing, feedback, comparisons of process and product; evaluation procedures.

Learning outcomes		Assessment criteria		Unit amplification
		2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression	□ Appropriate approaches to feedback, eg timing and location for feedback negotiated with student, linked to assessment opportunities, using the range of available evidence, providing opportunity for students to give feedback, focusing on identified criteria and standards, involving the student actively in the feedback, avoiding personal issues or bias, use of feedback sandwich; identifying opportunities for progression, setting realistic goals.
3	Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress	□ Reflects appropriate range of activities, record of appropriate naturally occurring evidence, observation, interview, discussion records, eg written records, video, audio; learner and witness statement; record of product, eg tracking and logging documents, action plans, assessment pro forma, examples; record of questioning, regular progress checks, targets checked at appropriate intervals.
		3.2	Make assessment information available to authorised colleagues as required	□ Identifying appropriate colleagues, eg recording evidence in a way that can be shared with appropriate access, use of technology, electronic formats, team meetings, assessment or standardisation meetings, cross-programmes, assignments, organisation, employers, holistic approaches, distance travelled, value added.
		3.3	Follow procedures to maintain the confidentiality of assessment information	□ Secure environment for providing feedback, safeguarding recording and storage of information, eg organisational procedures, data protection, security and safety of paper-based records, electronic formats for recording and storage and electronic safeguards; identifying those with legitimate access and limiting access.

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Learning outcomes		Assessment criteria		Unit amplification
4	Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1	Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare	□ Regulatory bodies of standards, eg Ofqual, Sector Skills Councils, awarding organisations, Institute for Learning. □ Other regulations, eg health and safety, equality and diversity, data protection. □ Organisational policies and procedures, eg safeguarding learners during assessment, standardisation, moderation of assessment; qualifications and occupational competence of assessors, professional updating, continuing professional development requirements.
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism	□ Legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity, eg visual auditory impairment, physical disability, bilingualism; flexibility in approach to planning of assessment and quality assurance eg negotiating timing, context, providing additional resources where appropriate, recognising additional support needs, alternative approaches.
		4.3	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding	□ Review of own competence, eg self-assessment, evaluation of planning and carrying out of assessment, Self Assessment Review (SAR), understanding of current occupational and awarding organisation expectations, student's achievements, evaluation/feedback from students, teachers, managers, external quality assessors, other individuals and professionals, observation reports, outcome from appraisal, milestones, monitoring and modifications, updating knowledge and occupational expertise, skills and self-confidence, developing technologies to extend and enhance assessment process

Learning outcomes		Assessment criteria		Unit amplification
		4.4	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding	□ Using review of competence, eg identifying constraints and opportunities, action planning, establishing realistic goals and targets for own occupational competence, updating occupational expertise, skills and self-confidence, modifications to assessment plans, explore alternative approaches to assessment, changes in policies, procedures or regulations relating to assessment, technologies to develop and improvement of own assessing, CPD, awarding organisation provision for professional updating

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Unit 4: Assessing Learners in Lifelong Learning

Unit reference number:	**D/503/4904**
QCF level:	**3**
Unit type:	**Specialist**
Credit value:	**3**
Guided learning hours:	**15**

Unit aim

This unit enables learners to use different types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.

Learners will be expected to communicate assessment information to other relevant professionals in the appropriate way, evaluate their own assessment practice and look for ways to improve.

The unit emphasises assessment approaches that promote student involvement in the assessment process, through self- and peer assessment, as well as the use of questioning and feedback. There is a focus on providing evidence that is valid, reliable, sufficient, authentic and current.

The unit gives learners opportunities to explain how minimum core elements can be demonstrated in assessing students, particularly in specialist areas.

It is recommended that this unit be delivered simultaneously with *Unit 19: Principles of Assessment in Lifelong Learning (Level 3)* or *Unit 25: Understanding the Principles and Practices of Assessment (Level 3)*. This will provide the opportunity to review and to put into practice the basic concepts of assessment dealt with in these units. It will also eliminate unnecessary duplication of work and reinforce the understanding of the nature and purpose of assessment in learning and teaching.

Assessment requirements

The learning outcomes for this unit must be assessed in a teaching and learning environment. Simulation is not permitted.

Practice should be in the appropriate context – either with groups, individuals or a combination of both. Observations of practice can be formative and summative.

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	Be able to use types and methods of assessment to meet the needs of learners	1.1	Select and apply assessment types and methods to meet the needs of learners	□ Types, eg accredited prior learning (APL), formative or summative, norm- or criterion referenced, skills and/or knowledge and/or understanding. □ Methods, eg coursework, multi-choice, essay, short answer tests, Q&A, practical skills-based testing, experiments, projects, observation, professional discussion, witness statement, online.
		1.2	Use peer- and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning	□ Peer, eg collaborative activities, peer marking of written work/tests, peer observation and feedback, pair or group assessment activity. □ Self, eg ILP (individual learning plan), self-assessment against performance or assessment criteria, individual discussion and reflection.
		1.3	Use questioning and feedback in the assessment for and of learning	□ Questioning, eg open and closed questions, checking understanding, encouraging student questions, formal questioning against criteria, checking underpinning knowledge in skills assessment. □ Feedback, eg clear, constructive, appropriate environment and timing, specific to assessment requirements, feedback sandwich (praise, criticism, praise), 'medal and mission', action planning.

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Learning outcomes		Assessment criteria		Unit amplification
		1.4	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current	□ Valid, eg against learning objectives, meeting standards, addressing student needs; reliable, eg appropriate assessment or performance criteria, rigorous, moderated; sufficient, eg appropriate amount, range and level of evidence, logged and tracked. □ Authentic, eg student ownership, supporting statements, attribution to source, repeatable. □ Current, eg meeting current standards, evidence that is current, actively engaging the student in assessment process.
2	Be able to conduct and record assessments in accordance with internal and external processes and requirements	2.1	Define the key concepts of assessment	□ Concepts, eg formative, summative assessment, norm or criterion referencing, setting objectives. □ Carrying out, eg selecting and agreeing criteria, negotiating timing and environment, observation of skills, self-assessment, testing, discussions, e-assessment. □ Recording, eg internal and external requirements, paper-based, action plans, online, logging and tracking of evidence, individual learning plan.
		2.2	State the assessment requirements and related procedures of learning programmes	□ Assessment requirements, eg awarding body, vocational standards, marking schemes, criterion- or norm-referencing, standardisation. □ Learning programme, eg opportunities for generating evidence, knowledge and understanding requirements, skills opportunities, equality of opportunity and access, sufficient and appropriate resources.

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Carry out and record assessments to meet internal and external processes and requirements	□ Internal, eg meet organisational policies and procedures, appropriate context, internal verification or moderation in relation to the learning programme, address student needs. □ External, eg awarding organisation requirements and standards, sampling, validated assessors, outcomes can be authenticated, external verification or examiners, meeting employer requirements.
		2.4	Communicate assessment information to other professionals with an interest in learner achievement	□ Assessment information, eg student achievement, support needs, programme performance, to inform quality assurance, to inform government and organisational statistics. □ Other professionals, eg colleagues or subject team, manager responsible for learning programmes, employers, inspection agencies, awarding bodies, other education or training providers.
3	Understand expectations in relation to the minimum core in assessing learners in lifelong learning	3.1	Explain how minimum core elements can be demonstrated in assessing learners in lifelong learning	□ Expectations, eg awareness of current requirements of specialist area, awarding organisation or vocational organisation standards relating to minimum core. □ Opportunities, eg naturally occurring evidence, integrated assessment approaches, encouraging students, increased relevance to learning and skills, online assessments.

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Learning outcomes		Assessment criteria		Unit amplification
		3.2	Apply minimum core elements in assessing learners in own specialist area	□ Language, eg verbal assessment, presentations, question and answer, professional discussion. □ Literacy, eg written assignment, researching, written tests or examination. □ Numeracy, eg use of measurement, concept of scale, statistics. □ ICT, eg spreadsheets, data interpretation, online or e-assessment, recording and storing evidence.
4	Be able to evaluate own assessment practice	4.1	Reflect on the effectiveness of own assessment practice, taking account of the views of learners	□ Evaluation, eg verbal or written evaluation of assessment process or product, team evaluation, reviewing assessment outcomes. □ Reflect on own practice, eg SWOT analysis on assessment strategies, review of assessment outcomes, achievement of targets, annual review/Self Assessment Review (SAR), observation feedback.
		4.2	Identify ways to improve own assessment practice	□ Improvements, eg design and delivery of assessment schedules, changes to assessment activities (timing and scheduling), resource requirements, CPD, observation. □ Changes, eg challenging students, learning styles, motivating and targeting selected students using evaluation to plan changes to assessment, programme or delivery.

Information for tutors

Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment. Having covered the basic principles of assessment in *Unit 19: Principles of Assessment in Lifelong Learning (Level 3)*, learners will have examined types and methods of assessment used in lifelong learning, and the requirements for keeping records. This unit provides an opportunity to review these, either through tutor presentation or, in keeping with the links to teaching practice in the CTLLS qualification, through learners drawing on their own practices such as through the use of mini-presentations.

Delivery approaches should provide the opportunity to focus on the variety of assessment methods used for the CTLLS qualification, such as written evaluations, reflective journal entries, observation, professional discussion and witness statements. Tutors should help learners to see links to their own practice.

Delivery could focus on aspects of peer-and self-assessment, promoting learner involvement and personal responsibility for assessment. Many learners might view assessment as the responsibility of the tutor, teacher or trainer, becoming confused by questions such as 'How do you think you have done?' This could stem from a view that assessment is separate from learning and teaching rather than part of the process. Teachers should recognise that the use of questioning and feedback is part of learning.

Learners should focus on the use of assessment approaches that stimulate and encourage further learning. Mini-presentations can provide examples of different approaches to carrying out and recording assessments in order to meet different internal and external requirements, as well as communicating information with other professionals in different contexts.

In using a range of assessment instruments, learners will have the opportunity to address both minimum core numeracy and ICT in the recording and application of data. This could be through methods of tracking and logging learner achievements. It could also take place via interpreting assessment data for colleagues, for the organisation or for others. Learners need to demonstrate their understanding of both organisational and external requirements, with special emphasis on the need to maintain standards of quality that will meet the requirements of moderation, examination and verification.

Wherever possible, unit content should be related to learners' own teaching situations, students and experiences. Tutors should emphasise links with the current professional standards, discussing the issues raised in the unit amplification both formally and informally. Tutors are advised to use assessment tools to help learners evaluate their performance as teachers, identifying opportunities for improvement.

The delivery of this unit may take place over a defined timescale, so the generation of evidence is ongoing throughout teaching practice and builds a practice portfolio. To avoid over-reviewing, tutors could undertake a review halfway through the course or between the core and optional units.

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Learning activities

These learning activities have been included as guidance for use with the suggested assessment activities. They are based on the delivery of *Unit 19: Principles of Assessment in Lifelong Learning (Level 3)* and demonstrate one way to plan the delivery and assessment of the unit. The range of learning activities suggested for this unit include tutor led discussions and presentations, whole group activities, individual learner presentations and teaching practice assessment.

Centres that already have a learning programme for the CTLLS qualification will find changes are minimal.

Introduction to unit

At the beginning of the unit, time can be given to discussing learning and assessment activities, the links between units, the use of teaching practice as part of the learning process and the use of evidence from the workplace.

Learning outcomes 1 and 2

Tutor-led group discussion based on summarising basic concepts covered in the first four units of the CTLLS qualification (PTLLS), with the aid of whiteboard/interactive-board or flipcharts. Using flipcharts and small-group work, each group takes a specific aspect of assessment, for example skills, knowledge or understanding. Each group summarises the key concepts of assessment, shares their findings with other groups and then records information from other groups in turn.

Using the headings 'valid, reliable, sufficient, authentic and current', each individual writes down at least one suggestion as to how each requirement could be achieved from their practice. Each suggestion is recorded on a small piece of paper and 'posted' to a display space.

The tutor summarises the two activities, with the addition of any aspects not covered by the group. The results could be downloaded onto an electronic site or provided as a handout. A different group member could be nominated to act as scribe for each recording task.

Learning outcomes 1, 2, 3 and 4

Individual mini-presentations identifying reasons for selection of contrasting assessment methods to meet the different needs of students. Where possible, select one assessment method for skills and one for knowledge. The presentation should include a brief description of how and when the assessment is used and who the students are, as well as specifying the assessment requirements and related procedures of learning programmes. Mini-presentations could be followed by group feedback and discussion, reviewing how effective different assessment approaches can be in meeting the different needs of students and learning programmes. A discussion on how minimum core elements can be demonstrated in assessing students would also be appropriate. This could involve tutor input and case studies where required.

Learning outcomes 1, 2 and 3

Teaching practice assessment could include: the use of peer-and self-assessment to promote student involvement and personal responsibility in the assessment for and of their learning; questioning and feedback in the assessment for and of learning; the recording of assessments which meet internal and external processes and requirements; communication of assessment information to other professionals with an interest in student achievement; and the use of minimum core elements in assessing students in own specialist area.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Assessment of this unit must take into consideration the assessment of *Unit 19: Principles of Assessment in Lifelong Learning (Level 3)* in order to avoid duplication. Through this unit, learners will demonstrate a development of the skills, knowledge and understanding required when preparing to teach and assess.

Evidence for this unit can include examples from:

- key documentation, for example organisation, awarding organisation, vocational body
- records of formal assessment according to organisation and/or awarding body requirements, for example assessment record
- skills/performance task sheets
- records of informal assessment, eg individual learning plan, individual learner records of achievement
- questioning
- written feedback
- assessment activities identifying assessment criteria
- learner self-assessment such as an personal development record or reflective journal, eg reflective elements of the mini-presentations and group activities
- tutor/observer record – record of feedback focusing specifically on the use of assessment as an integral part of learning and teaching
- witness statements relating to the use of assessment when not part of the teaching observation requirements.

It is essential to link the assessment of this unit to *Unit 8: Delivering Lifelong Learning (Level 3), Unit 17: Planning to Meet the Needs of Learners (Level 3)*, *Unit 19: Principles of Assessment in Lifelong Learning (Level 3)* and *Unit 28: Using Resources for Lifelong Learning (Level 3)*. In this way, all aspects of assessing learning and teaching can be considered holistically.

Assessment activities

Below are some suggested assessment activities that cover the assessment criteria. These are for guidance only and it is recommended that centres either adapt Edexcel suggestions to meet local needs and resources or write their own assessments.

For Level 3 learners, it is appropriate to provide clear guidelines for what is required in terms of session evaluation or individual reflective activities. These guidelines could be provided with the aid of guided reflection where specific headings are given (linked to specific assessment criteria), plus word counts, to ensure adequate and relevant coverage.

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Assessment criteria 1.1, 1.4 and 3.2

As part of the three observed teaching practice sessions, learners select and include an example of at least one different assessment type and method for each session.

For each assessment activity, learners provide evidence to show how it meets the needs of students and produce assessment evidence that is valid, reliable, sufficient, authentic and current.

Learners should include one of the session plans as an example of how they have used the opportunity to assess at least one aspect of the minimum core.

Assessment evidence

Session plans, sample assessment activities, assessment records, feedback records, observation records.

Assessment criteria 1.2, 1.3, 2.3 and 2.4

Learners provide at least one task as an example of an individual student's self-assessment. This should include examples of the use of questioning and feedback in promoting learning and be combined, as part of the teaching practice, with assessment of at least one individual student.

If it is not possible to carry out an individual assessment as part of the planned session (including questioning and providing feedback 1:1), an appropriate assessor should observe a specific 1:1 assessment activity and give the learner feedback on how well they met the internal and external assessment requirements. The learner should record the outcomes of the assessment and communicate these with appropriate individuals.

Assessment evidence

Examples of assessment records, record of feedback, observation record/s.

Assessment criteria 2.1, 2.2, 3.1, 4.1 and 4.2

Learners review the types and methods of assessment covered in Unit 19: Principles of Assessment in Lifelong Learning (Level 3) (for example types: diagnostic, formative, summative, norm- or criterion referenced, skills, knowledge or understanding; methods: written, verbal, practical, portfolio, self-assessment, reflection, online) and explain how the use of specific approaches contributes to learning and teaching in their experience. Learners should also consider how well they incorporated assessment into their scheme of work and session plans.

Learners answer the following questions: How can you include minimum core elements in assessing your students? What do you need to do to improve your assessment practice?

Assessment evidence:

Written reflection, for example session evaluation/s, personal development record and professional discussion.

Indicative resource materials

Textbooks

Dadzie S – *Equality Assurance: Self-Assessment for Equal Opportunities in Further Education* (Further Education Development Agency, 1998) ISBN 9781853384738

Gadsby C – *Perfect Assessment for Learning* (Independent Thinking Press, 2012) ISBN 9781781350027

Gibbs G, Habeshaw S and Habeshaw T – *53 Interesting ways to Assess your Students* (Technical and Educational Services, 1993) ISBN 9780947885120

Gravells A — *Preparing to Teach in the Lifelong Learning Sector* (Learning Matters, 2011) ISBN 9780857250537

Gravells A and Simpson S – *Passing CTLLS Assessments (Lifelong Learning Sector), 1st Edition* (Learning Matters, 2011) ISBN 9780857253699

Marshall B – *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

Petty G – *Evidence-Based Teaching: A Practical Approach, Second Edition* (Nelson Thornes, 2009) ISBN 9781408504529

Wolf A – *Competence-Based Assessment (Assessing Assessment)* (Open University Press, 1995) ISBN 9780335190232

Journal

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.lsis.org.uk	Learning and Skills Improvement Service
www.niace.org.uk	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)

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Unit 5: Assessing Learners in Lifelong Learning

Unit reference number:	**H/503/4905**
QCF level:	**4**
Unit type:	**Professional**
Credit value:	**3**
Guided learning hours:	**15**

Unit aim

The aim of this unit is to enable learners to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.

Learners will be expected to communicate assessment information to other relevant professionals in the appropriate way, evaluate their own assessment practice and look for ways to improve.

This unit is based on demonstrating an understanding of practical learning, teaching and assessment activities and should be viewed as an extension of *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)* or *Unit 25: Understanding the Principles and Practices of Assessment (Level 3)*.

Assessment requirements

The learning outcomes for this unit must be assessed in a teaching and learning environment. Simulation is not permitted. The required practice should be in the appropriate context – either with groups, individuals or a combination of both. Observations of learners' practice can be formative and summative.

Learners need to show how to meet internal and external requirements for assessment. This is to ensure accurate information is available about subject-related achievement, which can be shared with students and those with a legitimate interest in student achievement. The unit also requires a review of ways in which assessment can address the minimum core elements – where opportunities to assess language, literacy, numeracy and ICT may be integrated in a meaningful way and put into practice.

Learners will need to evaluate their own assessment practice to identify opportunities for improvements. To support this requirement and to ensure all aspects of learning and teaching are considered as a whole, this unit should be viewed in conjunction with *Unit 9: Delivering Lifelong Learning (Level 4)*, *Unit 18: Planning to Meet the Needs of Learners (Level 4)* and *Unit 29: Using Resources for Lifelong Learning (Level 4).*

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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	Be able to use types and methods of assessment to meet the needs of learners	1.1	Select and apply assessment types and methods to meet the needs of learners	□ Assessment types, eg recognition of prior learning (RPL), formative or summative, norm- or criterion referenced, skills and/or knowledge and/or understanding. □ Methods, eg coursework, multi-choice, essay, short answer tests, question and answer session, practical skills-based testing, experiments, projects, observation, professional discussion, witness statement, online.
		1.2	Use peer-and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning	□ Peer, eg collaborative activities, assessment in peer teaching, peer marking of written work/tests, peer observation and feedback, pair or group assessment activity, creating supportive environment. □ Self, eg safe context to encourage reflection, ILP/ILR (individual learning plan or record), self-assessment against performance or assessment criteria, individual discussion, self-assessment review, through tutorial activity, recognising support needs, skills review.

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Assess how questioning and feedback contributes to the assessment process	□ Questioning, eg open and closed questions, checking understanding, encouraging students' questions, negotiation, formal questioning against criteria, checking underpinning knowledge in skills assessment, pause-pounce or targeted. □ Feedback, eg individual or groups, creating opportunities, clear, constructive, appropriate environment and timing, specific to assessment requirements, feedback sandwich (praise, criticism, praise), 'medal and mission', negotiating goals, action planning, encouraging student feedback, valuing feedback.
		1.4	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current	□ Valid, eg linked to learning, owned, against learning objectives, meeting standards, addressing student needs. □ Reliable, eg appropriate assessment or performance criteria, rigorous, repeatable, moderated. □ Sufficient, eg appropriate depth and range evidence, evidence at required level, referenced, research materials included, logged and tracked. □ Authentic, eg student ownership, supporting statements, attribution to source, repeatable, supported by witness or observer statements. □ Current, eg meeting current standards, evidence that is current, actively engaging the student in assessment process, within appropriate timescales for accredited prior learning (APL), contributing to current learning.

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Learning outcomes		Assessment criteria		Unit amplification
2	Be able to conduct and record assessments in accordance with internal and external processes and requirements	2.1	Review the assessment requirements and related procedures of learning programmes	□ Assessment requirements, eg awarding body learning outcomes and assessment criteria, vocational or occupational standards, marking schemes, criterion- or norm referencing, level of competence, standardisation, occupational needs, target for progression. □ Learning programme, eg opportunities for generating evidence, subject knowledge and understanding requirements, skills opportunities, equality of opportunity and access, sufficient and appropriate resources, timings, context, student involvement, appropriate environment.
		2.2	Carry out and record assessments to meet internal and external processes and requirements	□ Internal requirements, eg meet organisational policies and procedures, appropriate to standard or level, assessors appropriate to subject or skills, appropriate context, internal verification or moderation in relation to the learning programme, address student needs. □ External requirements, eg current awarding organisation requirements and standards, tracking and logging of evidence, recording evidence, sampling across students or units, validated assessors, outcomes can be authenticated, external verification or examiners checking of internal quality assurance, meeting employer's requirements.

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Communicate assessment information to other professionals with an interest in learner achievement	□ Assessment information, eg student achievement, support needs, those responsible for registration and certification, programme performance, benchmarking, to inform quality assurance, to inform government and organisational statistics, local or national performance tables. □ Other professionals, eg colleagues or subject team, manager responsible for learning programmes for staffing or resource needs, learning support, those with responsibility for quality assurance, employers, inspection agencies, awarding bodies, other education or training providers.
3	Understand expectations in relation to the minimum core in assessing learners in lifelong learning	3.1	Review ways in which minimum core elements can be demonstrated in assessing learners in lifelong learning	□ Expectations, eg awareness of current requirements of specialist area, awarding organisation or vocational organisation standards relating to minimum core, requirements for language and literacy in assessment, multilingualism, need to promote numeracy, online assessment, ICT use in generating assessment evidence. □ Opportunities, eg using range of sources of evidence in assessment through research, naturally occurring evidence through subject assessment, integrated assessment approaches, encouraging students, increased relevance to learning and skills, online assessment.

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Learning outcomes		Assessment criteria		Unit amplification
		3.2	Apply minimum core elements in assessing learners in own specialist area	□ Language, eg verbal assessment, individual presentations, record of group discussion or debate, verbal question and answer, professional discussion. □ Literacy, eg reading instructions, written assignment, find and select information from a range of sources, report or project, written tests or examination. □ Numeracy, eg number skills to support problem solving, use of measurement, concept of scale, table of statistics, processing and analysing data, interpreting and evaluating results. □ ICT, eg word processing, spreadsheets, data interpretation, image processing, finding and selecting web-based information, e-assessment, recording and storing of assessment, presenting information.
4	Be able to evaluate own assessment practice	4.1	Review the effectiveness of own assessment practice, taking account of the views of learners	□ Evaluation, eg verbal or written evaluation of assessment process or product, team evaluation, reviewing assessment outcomes, student achievements, quality assurance/improvement reviews. □ Reflect on own practice, eg session evaluation, timings, level of student participation or involvement, SWOT analysis based on assessment strategies, review of assessment outcomes, achievement of targets, annual review/SAR, observation of practice feedback.

Learning outcomes		Assessment criteria		Unit amplification
		4.2	Establish ways to improve own assessment practice	□ Improvements, eg updating subject knowledge, accessing awarding organisation training or website, design and delivery of assessment schedules, resource requirements, updating assessment skills or qualifications, work shadowing or peer observation, industrial secondment. □ Changes, eg review targets and timescales, challenging students and learning styles, motivating and targeting. selected students using evaluation to plan changes to assessment programme or delivery, changes to assessment activities (eg their timing and scheduling).

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Information for tutors

Delivery

This unit should be delivered to develop the approaches used for *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)*. These approaches are based on an analysis of assessment types and methods, how to involve the learner in the process and issues around record keeping. This unit allows learners to put their learning into practice whilst focusing on the assessment requirements and related procedures of learning programmes. Learners should recognise the demands placed on assessment by internal and external processes and requirements from their own teaching contexts.

It should be emphasised that learning occurs through a combination of teaching in the classroom, individual research and learning in the workplace. Many of the learning outcomes for this unit are the same as those at Level 3 and can be demonstrated through teaching practice. In keeping with this, delivery needs to focus on a practical approach so that learners can develop through their own practice. In maintaining a holistic approach, it is also essential that learners appreciate the practical links between this unit and *Unit 9: Delivering Lifelong Learning (Level 4), Unit 18: Planning to Meet the Needs of Learners (Level 4)* and *Unit 29: Using Resources for Lifelong Learning (Level 4)*.

This unit relates directly to assessment approaches in specific learning contexts. It provides opportunities to draw on material from learners' personal and professional experience, which can be shared through mini-presentations and case studies. Learners should actively draw on the types and methods of assessment relevant to their individual context, and provide their own assessment materials to use in class and in assignments. These should be used in conjunction with appropriate theories and principles, where learners are required to specify assessment requirements and related procedures of their learning programmes. Learners should focus on the use of assessment approaches that stimulate and encourage further learning, especially through the use of questioning and self- or peer assessment.

The need for learner-centred approaches should be emphasised throughout the unit. By linking research to examples selected from their own workplace, learners can review assessment approaches in a way that contributes more directly to developing their own practice. An active approach could also be used to provide opportunities for peer- and self-assessment. This encourages learner involvement and personal responsibility for assessment in a way that they can transfer to their students.

Delivery of this unit should ensure that learners are able to address minimum core elements of numeracy and ICT in the recording and using of data. This could be through sharing examples of different methods of tracking and logging achievements or in interpreting assessment data for colleagues, for the organisation or for others, and in communicating information with other professionals.

Through the use of mini-presentations, learners are able to demonstrate their understanding of both organisational and external requirements, with special focus on maintaining standards of quality that will meet the requirements of moderation, examination and verification.

Learners should be involved in negotiating delivery methods and approaches for assessing students. This way they can actively engage in defining and creating their own opportunities for learning, whilst recognising opportunities for their students. Wherever possible, the content of the unit should be related to learners' own teaching situations, students and experiences. Reviewing a range of assessment strategies also allows learners to recognise the needs of those students unable to access the usual assessment strategy.

It is important to emphasise links with the current professional standards, discussing the issues raised by the unit content both formally and informally. Assessment tools should be used to evaluate performance, identifying opportunities for improvement.

As this is not approached as a single unit, a unit review is not necessary. Whilst the delivery of this unit may take place over a defined timescale, the generation of evidence is ongoing throughout teaching practice and builds a teaching practice portfolio.

Learning activities

These learning activities have been included as guidance for use with the suggested assessment activities. These are developed from *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)* and demonstrate one way of planning the delivery and assessment of the unit. The range of learning activities suggested for this unit includes tutor-led discussions and presentations, whole-group activities, individual tasks and presentations and teaching practice assessment.

Centres that already have a learning programme for the existing unit need only make minimal alterations to their programme as the changes to assessment requirements are limited.

Introduction to unit

At the beginning of the unit, time should be given to discussing learning and assessment activities, the links between units, the use of teaching practice as a part of the learning process and the use of evidence from the workplace.

Learning outcomes 1, 2 and 4

Individual tasks based on the work undertaken for *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)* on evaluating the strengths and weaknesses of different assessment types and methods.

Learners select two contrasting forms of assessment, one for knowledge and one for a skill, and do a mini-presentation to the group to review the effectiveness of their assessment practice. Reference should be made to underpinning learning and assessment principles. For each principle, the presentation should include a brief description of how and when the assessment is used and recorded. Learners must also describe who the students are and specify the assessment requirements and related procedures of the learning programmes.

This approach allows for peer teaching. Individuals should be encouraged to take notes on their peers' presentations.

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Learning outcomes 1, 2 and 3

Tutor reviews the purpose of assessment in terms of generating evidence that is fit for purpose and covers variations in assessment requirements of learning programmes – focusing on those not covered by the presentations.

Using flipcharts (or equivalent) and the headings 'valid, reliable, sufficient, authentic and current', learners write down at least one suggestion as to how each requirement could be achieved in practice and 'post' their suggestion to the appropriate chart. Then in a small-group activity, each group takes responsibility for one aspect of assessment and summarises and presents their findings to the whole group. The results could be either downloaded onto an electronic site or provided as a handout (for example nominate a different group member to act as scribe for each group).

The tutor presents any aspects not covered by the groups – including strategies for questioning and feedback and how minimum core elements can be demonstrated in assessing learners. This could involve case studies where required.

Learning outcomes 1 and 2

Role play could be used to explore use of peer- and self-assessment, questioning, and feedback. This could be followed by whole-group discussion on the advantages of using both peer- and self-assessment in promoting learner responsibility.

Alternatively, the tutor could divide the group into two with learners in the first group 'selling' peer-assessment strategies and learners in the second group 'selling' self-assessment strategies. The whole group could then debate the relative merits of peer-and self-assessment in promoting learner responsibility in assessment. The tutor could then summarise the range of opportunities for using peer-and self-assessment in promoting learning.

Tutor-led, whole-group discussion to review strategies in using questioning and feedback to engage learners actively in assessment. It could incorporate a tutor summary, including the communication of assessment outcomes to those interested in student achievement.

Learning outcomes 1, 2 and 3

In teaching practice assessment, learners use peer- and self-assessment to promote student involvement and personal responsibility in the assessment for and of their learning; use questioning and feedback in the assessment for and of learning; carry out and record assessments to meet internal and external processes and requirements; communicate assessment information to other professionals with an interest in student achievement; use minimum core elements in assessing students in own specialist area.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The practical assessment criteria for this unit are identical to those at Level 3. As a result, it is important to emphasise the need to adopt an assessment strategy that avoids the risk of duplication. Assessment of this unit also needs to demonstrate a clear development of the skills, knowledge and understanding required for *Unit 20: Principles of Assessment in Lifelong Learning (Level 4).*

Evidence can include examples from:

- key documentation, for example organisation, awarding organisation, vocational body
- records of formal assessment according to organisation and/or awarding body requirements, for example assessment record
- skills/performance task sheets
- records of informal assessment, for example individual learning plan, individual learner records of achievement
- questioning
- written feedback
- assessment activities identifying assessment criteria
- learner self-assessment such as a personal development record or reflective journal, for example reflective elements of the mini-presentations and group activities
- tutor/observer record – record of feedback focusing specifically on the use of assessment as an integral part of learning and teaching
- witness statements relating to the use of assessment when not part of the teaching observation requirements.

It is essential to link this Level 4 unit to the other core units such as *Unit 9: Delivering Lifelong Learning (Level 4)*, *Unit 18: Planning to Meet the Needs of Learners (Level 4)* and *Unit 29: Using Resources for Lifelong Learning (Level 4)* so that all aspects of assessing learning and teaching are considered holistically.

Many of the assessment criteria are identical at Level 3 and Level 4. It is, therefore, vital that the Level 4 learner is provided with a greater degree of challenge. This could be achieved by drawing evidence from a variety of sources and providing clear links between practice and theory.

Assessment activities

Suggested assessment activities that cover the assessment criteria are given below. They are for guidance only and it is recommended that centres either adapt Edexcel suggestions to meet local needs and resources or write their own assessments.

At Level 3 it is appropriate to provide clear guidelines for what is required in terms of session evaluation or individual reflective activities. At Level 4, however, more evidence is required of individual research and extended writing.

Assessment criteria 1.1, 1.4 and 3.2

- As part of the three observed teaching practice sessions, learners select and include an example of at least one different assessment type and method for each session.
- For each assessment activity, learners show how it meets student needs and produce assessment evidence that is valid, reliable, sufficient, authentic and current.
- Learners include one of the session plans as an example of how they have used the opportunity to assess at least one aspect of the minimum core.

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Assessment evidence

- Session plans, sample assessment activities, assessment records, feedback records, observation records.

Assessment criteria 1.3, 2.1, 2.2 and 2.3

- Learners review the assessment requirements and procedures of at least one learning programme.
- Learners carry out assessment, using appropriate question, answer and feedback methods. They record results in a way that meets internal and external processes and requirements.
- Learners compile and communicate assessment results to identified others, such as an awarding organisation or examinations officer.

Assessment evidence

- Examples of assessment records, records of feedback, observation records.

Assessment criteria 1.2, 2.1, 3.1, 4.1 and 4.2

- Learners review approaches to meeting specific assessment requirements. Learners make specific reference to at least one example of assessing knowledge, skills, peer assessment and self-assessment.
- Learners review ways in which they have incorporated minimum core elements into assessing students.
- Learners use examples taken from teaching practice to review the effectiveness of assessment practice and ways to improve this.

Assessment evidence

- Student assignments, examples of assessment records.

Indicative resource materials

Textbooks

Dadzie S – *Equality Assurance: Self-Assessment for Equal Opportunities in Further Education* (Further Education Development Agency, 1998) ISBN 9781853384738

Gadsby C – *Perfect Assessment for Learning* (Independent Thinking Press, 2012) ISBN 9781781350027

Gibbs G, Habeshaw S and Habeshaw T – *53 Interesting ways to Assess your Students* (Technical and Educational Services, 1993) ISBN 9780947885120

Henebury C – *The Assessment of Prior Learning and Learner Services* (Further Education Unit, 1992) ISBN 9781853382420

Marshall B – *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

Morgan C and O'Reilly M – *Assessing Open and Distance Learners* (Routledge, 1999) ISBN 9780749428785

Wolf A – *Competence-Based Assessment (Assessing Assessment)* (Open University Press, 1995) ISBN 9780335190232

Journals and/or magazines

Guardian Professional

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

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Unit 6: Continuing Personal and Professional Development

Unit reference number:	**D/503/4921**
QCF level:	**5**
Unit type:	**Professional**
Credit value:	**12**
Guided learning hours:	**30**

Unit aim

The aim of the unit is to enable the learner to understand and apply theories, principles and models of reflective practice to continuing personal and professional development. It enables learners to understand their own development needs and engage in personal and professional development to improve their practice.

This unit reflects the need for the professional to have a broad spectrum of understanding in order to respond to the varied demands and changes that are part of a career in teaching. Reflection gives learners the opportunity to identify development needs, whether they are in a subject specialism, helping to develop a greater understanding of learners, or in relation to the skills that underpin effective practice.

Reflective practice underpins all learning and teaching practice and so it complements all core and optional units. It is recommended that this unit be delivered in conjunction with *Unit 30: Wider Professional Practice (Level 5)*, as both units share the requirement to reflect on practice and personal and professional development.

Assessment requirements

This unit does not permit simulation for assessment purposes. The learning outcomes need to be assessed in a teaching and learning environment. Learners are encouraged to use the feedback and lessons learned from teaching practice to inform their plans for development needs.

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 application of theories, principles and models of reflective practice to continuing personal and professional development	1.1	Evaluate theories, principles and models of reflective practice	□ Theories, principles and models, eg Kolb's learning cycle, Honey and Mumford (learning styles), Schon (reflection-in-action/reflection-on-action), Greenaway (Plan-Do-Review), Gibbs (reflective cycle), Johns (description, reflection, influencing factors, alternative strategies, learning), Murphy (new situation, awareness of thoughts, describing situation, analysing knowledge, evaluating relevance and use of knowledge, identifying learning to apply to new experience).
		1.2	Explain how theories, principles and models of reflective practice can be applied to own continuing personal and professional development	□ Applied to own development, eg critical-thinking skills, questioning, problem-solving strategies, developing focus, analysing personal experiences, developing as an autonomous learner, SWOT, positive mental attitude, confidence building, empowerment, identifying and developing coping strategies, reflecting on ways to adapt and improve current practice, identifying sources of best practice, identifying development opportunities, action planning, networking.

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Learning outcomes		Assessment criteria		Unit amplification
2	Understand own continuing personal and professional development needs	2.1	Evaluate own strengths as a learning professional and areas for improvement	□ Strengths and areas for improvement, eg reflect on own needs and role, SWOT analysis, awareness of government and organisation policies and procedures, following and updating professional/vocational standards, keeping up current subject knowledge and skills, developing learning approaches and styles stimulation and opportunities for learners, responsive to change, working with others (eg Belbin, Tuckman), development and improvement of practice, building experience.
		2.2	Review own literacy, language, numeracy and ICT skills	□ Literacy, language, numeracy and ICT skills, eg reflecting on own communication techniques, reading and research strategies, note-taking, appropriate format and style of writing to suit purpose, using spelling and grammar accurately, using style and tone of language to suit audience, capacity of number skills to support problem solving, processing and analysis of data, accuracy, using word processing, data and image processing, finding and selecting web-based information, presentation tools, transferability of own skills, using observation reports, mentoring, student feedback to inform review.

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Analyse how own personal, interpersonal and professional skills impact on learners and other learning professionals	□ Impact of personal, interpersonal and professional skills: personal skills, eg self-awareness, positive attitude, managing time, problem solving, target setting, questioning, gathering feedback. □ Interpersonal skills, eg recognising different perspectives, effective communication skills, awareness of the needs of others, responsive, responsible and reliable. □ Professional skills, eg following policies and practices, meeting standards and codes of practice, promoting equality and valuing diversity, upholding ethics and values, current subject knowledge and skills, developing personal and professional standards.
		2.4	Plan continuing personal and professional development opportunities to meet own development needs	□ Plan development opportunities: personal, eg identifying sources of support within the organisation, work-shadowing an experienced practitioner, mentoring to improve confidence, work placement or secondment to apply specialist knowledge in the workplace, higher-level qualification, skills to prepare for increased responsibility. □ Professional, eg in-house in-service training, staff development programme, subject specialism updating, awarding organisation training events, vocational training, work placement, online training, specialist skills training, Masters of Education (MA).

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Learning outcomes		Assessment criteria		Unit amplification
3	Be able to engage in continuing personal and professional development to improve own practice	3.1	Engage in continuing personal and professional development opportunities to meet own development needs	□ Continuing personal and professional development opportunities, eg subscribing to journals and specialist trade publications, researching appropriate websites, literature search, higher-level specialist qualification (degree, higher degree), in-house training, visiting other organisations, awarding organisation websites and training events, professional body websites and training events, Institute for Learning, work-shadowing, secondment to industry.
		3.2	Evaluate the impact of continuing personal and professional development activities on own practice	□ Benefits, eg building on strengths, updating subject knowledge, ensuring current standards, appropriate delivery and assessment in specialist area, improving skills and knowledge, increased responsibility, opportunities for dissemination of new knowledge, skills and understanding, sharing good practice, contributing to staff development/in-service training to cascade new understanding, improved employability, dynamic and responsive to change, improving delivery.
		3.3	Identify further continuing personal and professional development needs	□ Further development needs, eg as part of continuing own learning cycle, needs identified after evaluation of the impact of existing continuing personal and professional development opportunities, further building on personal strengths, ongoing need for new knowledge and skills, professional progression, changing government policies and procedures, changes in qualifications, changing professional or vocational standards, new challenges, changing market needs, changes to roles and responsibilities within the organisation, need to promote personal achievement, building CV, retraining.

Information for tutors

Delivery

Continuing professional development is the responsibility of the individual learner. Delivery of this unit should focus on providing the skills for reflective practice, techniques for identifying strengths and development needs and planning solutions through continuing personal and professional development. Reflective practice must have a practical outcome if it is to be a valid activity. If presented effectively, it can help learners to develop their own coping strategies, use appropriate sources for support and guidance and improve their professional practice.

Reflection tends to be most difficult for those in very practical, skills-based specialist areas, where it is important to see an outcome, rather than the process. Opportunities are needed to highlight the individual reflective skills that are used all the time in evaluating practice, such as responding to learners when things do not go to plan in the classroom. It is also important that learners gain an understanding of different models of reflective practice so that they can select one that is most appropriate to their own needs. This can be achieved through tutor-presentations, individual research, group discussions and sharing ideas and issues through peer presentations.

This unit could be delivered in conjunction with *Unit 30: Wider Professional Practice (Level 5)* to minimise the risk of duplication of evidence, over-teaching and over-assessment. This unit also offers opportunities for learners to engage in reading and research that has a practical application across other units.

It is important to emphasise links with the current professional standards, discussing the issues raised by the unit content, formally and informally. This will help learners to use assessment tools to evaluate their own performance as teachers and identify opportunities for improvement.

Learning activities

The learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate one way to plan the delivery and assessment of the unit. The range of learning activities suggested for this unit includes tutor presentations, whole-group discussion, small-group discussion and individual activities and presentations. Centres that already have a learning programme for the DTLLS qualification will find changes to the delivery and assessment programme are minimal.

This unit is best delivered alongside *Unit 30: Wider Professional Practice (Level 5)* as the core content is central to both. Suggested holistic learning activities are given below.

Introduction to unit

At the beginning of the unit, time should be given to discussing learning and assessment activities, the links between units and the use of teaching practice as a part of the learning process.

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Learning outcome 1

The tutor presents different approaches to reflective practice, leading to whole-group discussion.

This activity is followed by a small-group discussion on 'How do you reflect?' and ways to reflect, listing models.

Learners undertake individual directed study to produce a report on models of reflection, identifying one to use for their own reflective activities.

Learning outcome 2

Learners work individually to carry out SWOT analysis of their own strengths and areas for improvement. They then discuss and identify with peers aspects of professional practice common to all and plan development activities.

Learning outcome 3

Learners give individual presentations to cover influences on professional development, both internal and external. Learners relate these influences to themselves, identifying key aspects of professionalism and the impact on their own professional values in area of specialism.

Assessment

Suggested assessment activities that cover the assessment criteria are given below. They are for guidance only and it is recommended that centres either adapt Edexcel suggestions to meet local needs and resources or write their own assessments

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit. It is important to assess this unit in conjunction with *Unit 30: Wider Professional Practice (Level 5)*, to make the best use of available evidence and avoid over-assessment.

Assessment criteria 1.1 and 1.2

Learners analyse a range of theories, principles and models of reflective practice, selecting one for their own use. They need to justify choice, supporting this with research evidence.

Assessment evidence

Personal development record, reflective journal, research materials, individual presentations.

Assessment criteria 2.1, 2.2 and 2.3

Learners carry out a SWOT analysis, evaluating effectiveness of wider professional practice and their strengths as a learning professional. A review of their own literacy, language, numeracy and ICT skills must be included. Learners create a plan for CPD to meet their own development needs.

Assessment evidence

Personal development record statement, SWOT analysis, development plan.

Assessment criteria 2.4, 3.1, 3.2 and 3.3

Learners participate in CPD, producing records of attendance, outcomes and impact on own practice. Any further needs are identified and recorded.

Assessment evidence

Personal development record statement, CPD activities, lesson plans, observation records.

Indicative resource materials

Textbooks

Cross V et al — *The Practice-Based Educator: A Reflective Tool for CPD and Accreditation* (Wiley-Blackwell, 2006) ISBN 9781861564221

Heikkinen H, Jokinen H and Tynjälä P (eds) — *Peer-Group Mentoring for Teacher Development* (Routledge, 2012) ISBN 9780415529365

Scales P et al — *Continuing Professional Development in the Lifelong Learning Sector* (Open University Press, 2011) ISBN 9780335238170

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.crll.org.uk	Centre for Research in Lifelong Learning
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway
www.ifl.ac.uk	Institute for Learning
www.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
www.niace.org.uk	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)
www.vital.ac.uk	Open University and Department for Education – professional development programme and resources

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Unit 7: Curriculum Development for Inclusive Practice

Unit reference number:	**K/503/4923**
QCF level:	**5**
Unit type:	**Professional**
Credit value:	**12**
Guided learning hours:	**30**

Unit aim

The aim of the unit is to enable the learner to understand and apply the contexts for education and training in the lifelong learning sector and the impact of theories, principles and models of curriculum design on curriculum development and practice. The unit enables learners to evaluate their own practice in inclusive curriculum design and development.

This unit gives learners opportunities to appreciate the ways in which a curriculum can vary according to different contexts. It also allows them to explore the issues associated with curriculum design and development. This helps them to recognise the skills, knowledge and understanding required to translate the curriculum into a learning programme — and in particular to focus on the use of appropriate technologies.

In a specialist area it is important to appreciate the nature of curriculum models in order to adapt and develop curriculum design to suit the specific demands of a particular education and training context and group of students. It is also important to understand the underlying issues of curriculum design where it is necessary to evaluate and improve own practice and to respond to changing demands and development needs.

Assessment requirements

For this unit, simulation is not allowed. The learning outcomes must be assessed in a teaching and learning environment. It is essential that the theories, principles and models covered in this unit are applied to practical experience, which will help in producing portfolio evidence.

This unit requires learners to have achieved, or to be participating in, 100 hours of teaching practice in their own specialist area, to provide the assessment evidence needed.

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 contexts in which education and training are provided in the lifelong learning sector	1.1	Analyse ways in which the curriculum offer can differ according to the context in which it is provided	□ Differing context, eg academic, higher education institutes, further education colleges, sixth-form colleges, technical colleges or academies, special educational needs provision, adult education, vocational and work-based training, community education, specialist training, specific educational needs, widening participation initiatives, 14–16 and 14–19 learners, work placements, apprenticeships, part-time or full-time, blended or distance learning, widening participation initiatives, armed forces and uniformed services, prison education.
		1.2	Analyse ways in which the delivery of the curriculum can vary according to the context in which it is provided	□ Curriculum delivery, eg product- or knowledge-based, academic lecture programme, independent-research-based, linked to formative versus summative through assessment, process- or skills-based, learner centred curriculum versus teacher-centred, work-based curriculum, relating to professional or vocational curriculum, varied delivery to engage and maintain students' interest and motivation in the learning process, subject-specific syllabus/schemes of work, linear versus modular, experimental and creative, flexible or blended learning programmes.

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Learning outcomes		Assessment criteria		Unit amplification
2	Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching	2.1	Analyse the influence of theories, principles and models of curriculum design on inclusive learning and teaching	□ Theories, principles and models, eg humanist (Rogers, Maslow), behaviourist (Skinner, Watson), cognitive (Piaget, Gardner), learner-centred, developmental or progressive (Spiral), creative (Steiner/Waldorf), academic- or product-based (Stenhouse, Tyler), situational model (Skilbeck), curriculum as process, pyramid or spiral mastery learning (Bloom), intellectual process, social, personal, inclusive curriculum, flexible, integrated, modular- or unit-based, holistic, distance learning, blended learning, National Curriculum, Curriculum 2000, 14–16/19 curriculum.
		2.2	Evaluate how the curriculum in own specialist area meets the needs of learners	□ Meeting student needs, eg student centred, appropriate body of knowledge, offering range of learning opportunities, addressing aspects of the learning cycle to reinforce experiential learning, fit for purpose, opportunities for development and practice of skills, developing mastery learning, opportunities to develop understanding, appropriate to student needs and aspirations, incorporating differing learning styles and approaches, actively involving students, goals linked to assessment and providing students with adequate feedback, appropriate structure and programme design, opportunities for integration of functional skills, wider curriculum issues, including embedded learning/functional skills, wider key skills, opportunities for reflective activity.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to apply theories, principles and models of curriculum design to curriculum development and practice	3.1	Design and implement learning programmes in accordance with the theories, principles and models of curriculum design	□ Designing and implementing learning programmes, eg applying curriculum theories to programme design, meeting requirements of awarding organisation, reflecting appropriate standards, variety of approaches to learning and teaching, structure to suit context for delivery, appropriate to knowledge content, opportunities for development of skills, opportunities for applied learning, flexible approach to encourage student achievement, extending learning through research activities, increased flexibility through modular approach, linking to appropriate forms of measurement of achievement and assessment, offering student choice, providing alternative options where appropriate, reflecting timescales and resources, providing opportunities for student evaluation and feedback.
		3.2	Design learning programmes in own specialist area which promote equality of opportunity and value diversity	□ Programme to promote equality and diversity, eg initial assessment to identify range of learning needs, identifying specific needs for diversity, accessibility of curriculum to range of students in specialist area, adaptability to suit student needs, flexible delivery models, appropriate assessment opportunities, visual- and deaf awareness training, provision for specialist education needs, enabling physical access, risk assessment, effective use of learning support, adapting approaches to and modes of learning, use of integrated ICT, distance- and online learning, blended learning approaches, opportunities for skills, suitable context.

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Learning outcomes		Assessment criteria		Unit amplification
		3.3	Identify the impact of the pedagogic use of technology on curriculum design in own specialist area	□ Impact of the pedagogic use of technology, eg increased range of approaches to learning and teaching, integration of computers and internet working, use of active boards, development of software, adapting commercial packages, interactive learning, making information more accessible, broadening horizons, opportunities for blended learning, extending the range of the learning context, intranet development, use of virtual learning environment (Moodle), supporting student study, need for training in use of technology, opportunities for individualised learning, access to virtual libraries to support research, online testing, paperless portfolio, online subject forum.
		3.4	Develop and justify proposals to improve the curriculum offer	□ Curriculum improvement, eg monitoring developments in own specialist area, analysing student needs, incorporating opportunities for curriculum development and the development of subject knowledge, incorporating opportunities for developing relevant skills, relevant research in own specialist area along with teaching styles and strategies, understanding and addressing current vocational and educational issues, considering current provision and areas for improvement in the light of available resources, including funding and staffing, incorporating new technologies to stimulate, motivate and extend learning.

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to evaluate and improve own practice in inclusive curriculum design and development	4.1	Review the effectiveness of application of theories, principles and models of curriculum design to own practice	□ Effectiveness of own practice, eg understanding of appropriate curriculum models to improve the design of specialist area, production of schemes of work that are fit for purpose, understanding of variety of individual- and group-learning approaches to involve students, planning approaches to stimulate and motivate students, currency of personal skills required to deliver skills-based learning, level of own academic skills or specialist subject knowledge, competence in use of technology, standards in functional and wider skills, understanding of requirements of assessment and awarding organisation, own contribution to quality assurance.
		4.2	Identify and reflect on strengths and areas for improvement in application of theories, principles and models of curriculum design to own practice	□ Strengths and area for improvement, eg understanding of curriculum design, formal and informal processes for evaluation of teaching and learning programme or syllabus to meet student needs for inclusion, student achievement, using reflective practice in evaluating own approaches to curriculum design, subject-specific knowledge, current vocational and professional qualifications, developing new technologies, recording outcomes for action, understanding of awarding organisation requirements, awareness of national standards, requirements of industry and employers.
		4.3	Engage in professional development opportunities to improve application of theories, principles and models of curriculum design to own practice	□ Taking up opportunities to develop own practice, eg personal development record, individual research into current curriculum developments and updating current developments in own specialist knowledge, training for new skills, in-house staff development provision, higher level qualification (higher degrees/Master's/PhD), work shadowing in-house or external context, placement or secondment in professional practice, vocational placement, industrial placement, retraining in dynamic education environment, awarding organisation training opportunities.

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Information for tutors

Delivery

Curriculum design and development is an area many learners may not have explored previously. This unit gives them an opportunity to use some formal delivery approaches, for example lectures and tutor presentations, to introduce the theories, principles and models. Once the theories have been introduced, there are opportunities for sharing good practice by drawing on the knowledge and experience of group members. Because of the breadth of this unit, and the variety of curricula to be considered, it is important to encourage learners to share their experiences with others across the lifelong learning sector. First-hand knowledge of different sectors helps extend learning and understanding and establish networks and partnerships that enhance the overall provision.

Learners will have the opportunity for personal research, using a range of sources to explore curriculum models. Learners could also use evidence from their own teaching to link the theories and models to practice. Guest speakers, seminars, forums, discussion groups, case studies and simulations could provide variety in delivery.

Learners should be involved in the negotiation of methods and approaches to learning so that they may actively engage in their progress through the unit content, defining and creating their own opportunities. Wherever possible, the unit content should be related to learners' own teaching situations and experiences. They should be encouraged to evaluate their own courses and assess their past and current practice, identifying areas of strength and development needs.

Whilst this unit deals specifically with curriculum design and development, there are links to other units in which learners produce a scheme of work or programme. These units include: *Unit 2: Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching (Level 5), Unit 9: Delivering Lifelong Learning (Level 4), Unit 18: Planning to Meet the Needs of Learners (Level 4)*, *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)* and *Unit 30: Wider Professional Practice (Level 5).*

Learning activities

These learning activities have been included as guidance for use with the suggested assessment activities. They demonstrate one way of planning the delivery and assessment of the unit. The range of learning activities suggested for this unit includes tutor presentations, whole-group activities, individual learner tasks and presentations and teaching practice.

It is helpful to adopt a holistic approach wherever possible, to minimise the risk of over-teaching and assessment. This unit focuses on the development of understanding of theories and practice that can be related to existing evidence, produced as part of building the portfolio during the required 100 hours of teaching practice. Examples of existing evidence are schemes of work, learning programmes and session plans.

Introduction to unit

At the beginning of the unit, time should be given to discussing learning and assessment activities, the links between units, the use of teaching practice as a part of the learning process and the use of evidence from across units.

Learning outcomes 1 and 2

Tutor presentation explores content on theories, principles and models of curriculum design, and how curriculum offer can be influenced by context.

Group discussion on analysis of models and theories for delivery of curriculum. Individual learner presentations on ways in which delivery can differ according to context.

Learning outcome 3

Learners use preparation for teaching practice to design and implement learning for their own specialist area. They also share ideas through discussion groups and produce learning programmes.

Learning outcome 4

Undertaking individual reflective practice following teaching, learners use evidence from teaching practice to review the design and implementation of learning programmes. Learners should research CPD opportunities and create plans for ways to improve.

Assessment

Suggested assessment activities that cover the assessment criteria are given on the following page. These are for guidance only and it is recommended that centres either adapt Edexcel suggestions to meet local needs and resources or write their own assessments

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Much of the evidence for this unit can be drawn from other mandatory units, particularly the teaching and learning units where the curriculum underpins the design of programmes and session plans. Other units provide evidence of designing and planning schemes of work, learning programmes and session plans for example *Unit 2: Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching (Level 5), Unit 9: Delivering Lifelong Learning (Level 4), Unit 18: Planning to Meet the Needs of Learners (Level 4),* and to some extent *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4).* Evidence from some of the optional units can also be used.

Other sources of evidence for this unit include: curriculum models such as vocational, academic, 16–19, 14–16, apprenticeships, Curriculum 2000; specialist course documentation such as syllabus, standards; awarding body resources, guidance, units and tutor support materials; scheme of work, learning programmes, individual learning programme, session plans, observation reports and course evaluation.

Assessment criteria 1.1, 1.2, 2.1 and 2.2

Learners research ways in which the curriculum offer and delivery can differ according to the context in which it is provided, assessing how the curriculum in own specialist area meets the needs of students.

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This should be justified using the influence of theories, principles and models of curriculum design on inclusive learning and teaching.

Assessment evidence

Research materials, individual curriculum report, personal development record.

Assessment criteria 3.1, 3.2, 3.3 and 3.4

Learners design and implement learning programmes in accordance with the theories, principles and models of curriculum design, and which promote equality of opportunity and value diversity in own specialist area.

Learners analyse the impact of the pedagogic use of technology on curriculum design in their own specialist area.

Assessment evidence

Personal development record, teaching practice portfolio, sample scheme and sessions plans, observation records.

Assessment criteria 4.1, 4.2 and 4.3

Using reflective practice, learners assess the effectiveness of the application of theories, principles and models of curriculum design to their own practice. Learners carry out a SWOT analysis for improvement in the application and make a plan for professional development to improve practice.

Assessment evidence

Individual curriculum report, personal development record, CPD records.

Indicative resource materials

Textbooks

Ashcroft K and James D (eds) — *The Creative Professional: Learning to Teach 14-19-Year-Olds* (Falmer, 1998) ISBN 9780750707404

Brookfield S D — *Becoming a Critically Reflective Teacher* (Jossey-Bass Higher and Adult Education, 1995) ISBN 9780787901318

Neary M — *Curriculum Studies in Post-compulsory and Adult Education* (Nelson Thornes, 2002) ISBN 9780748764426

Tummons J — *Curriculum Studies in the Lifelong Learning Sector (Achieving QTLS)* (Learning Matters, 2009) ISBN 9781844451937

Journals and/or magazines

Professional/vocational-specific journals

Times Educational Supplement – FE Focus

Times Higher Education

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.crll.org.uk	Centre for Research in Lifelong Learning
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway

www.ifl.ac.uk	Institute for Learning
www.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
www.niace.org.uk	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)
www.vital.ac.uk	Open University and Department for Education professional development programme and resources

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Unit 8: Delivering Lifelong Learning

Unit reference number:	**M/503/4907**
QCF level:	**3**
Unit type:	**Specialist**
Credit value:	**3**
Guided learning hours:	**15**

Unit aim

The aim of this unit is to enable learners to use inclusive learning and teaching approaches in accordance with internal processes and external requirements, to communicate with students and to evaluate their own delivery practice. It gives the learner an understanding of how technology can enhance learning and teaching, and covers expectations in relation to the minimum core in delivering inclusive learning and teaching.

Learners will need to demonstrate ways in which their own practice reflects the range of skills, knowledge and understanding associated with teaching and learning in their own context in lifelong learning. The unit builds on *Unit 17: Planning to Meet the Needs of Learners (Level 3)* by giving learners the opportunity to put into practice the scheme of work and associated session plans devised to create a purposeful and inclusive learning and teaching environment. This unit is practical, and learning outcomes are assessed in the workplace through learning and teaching practice.

Through delivering learning and teaching sessions, learners can reflect on the range of strategies and approaches used and how to adapt them to meet the changing needs of individual students and the curriculum, including minimum core requirements. The unit gives learners the opportunity to demonstrate their communication skills to engage and maintain the interest of students. The unit builds on skills developed through *Unit 4: Assessing Learners in Lifelong Learning (Level 3)* and *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*. This unit also enables learners to examine the use, benefits and limitations of technology in learning and teaching.

Assessment requirements

The learning outcomes for this unit must be assessed in a teaching and learning environment. Simulation is not permitted. The required practice should be in the appropriate context – either with groups, individuals or a combination of both. Observation of the required practice in the teaching and learning environment can be formative and summative.

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	Be able to use inclusive learning and teaching approaches in accordance with internal processes and external requirements	1.1	Create a purposeful, inclusive learning and teaching environment	□ Purposeful, eg addressing needs of curriculum, clear aims and objectives, planned group management. □ Inclusive, eg addressing individual student needs, engaging students, range of learning styles, small-and whole-group work, range of support.
		1.2	Use learning and teaching activities to meet curriculum requirements	□ Curriculum requirements, eg subject-specific content, subject-specific skills, assessment needs. □ Learning activities, eg 1:1, practical activity, work-based, individual and group assessments, online. □ Teaching activities, eg lectures, case studies, workshops, project work, fieldwork, resource-based learning.
		1.3	Provide opportunities for learners to practise their literacy, language, numeracy and ICT skills	□ Literacy, language, numeracy, ICT, eg spoken and written language appropriate to students and subject, disability awareness, role play, discussion, practical activities, research, data interpretation, experimentation, online learning, work-based learning.
2	Be able to communicate with learners and other learning professionals to enhance learning	2.1	Use communication methods and media to meet the needs of all learners	□ Methods, eg clear, two-way, listening, responding to students, questioning, summarising, tone and pace, non-verbal, involving students. □ Media, eg written materials, overhead transparencies, PowerPoint, ICT, VLE (virtual learning environment), audio and visual aids, relevance.

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Learning outcomes		Assessment criteria		Unit amplification
		2.2	Communicate with other learning professionals to meet learner needs and encourage progression	□ To meet student needs, eg negotiating with colleagues on behalf of students, specialist support providers, course/programme team, contributing to programme review. □ Encouraging progression, eg identifying student options, communicating with parents, employers, work placements, further education or specialist providers.
3	Understand how technology can enhance learning and teaching	3.1	Explain ways to use technology to enhance learning and teaching	□ Enhancing learning, eg computer-aided learning, flexible and blended learning, researching, producing assignments, differentiation. □ Enhancing teaching, eg globalisation through access to the worldwide web, visual, interactive whiteboard, prompt to discussion or debate, materials online, intranet to back up session.
		3.2	Review the benefits and limitations of using technology in learning and teaching	□ Benefits, eg individualised learning, materials online, supports learning, reduces need for paper-based resources, support for students working independently, stimulating. □ Limitations, eg availability of intranet, access to technology, time and effort to keep up to date with technology, overuse, need for appropriate skills, cost, fit for purpose.

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the use of minimum core in relation to delivering lifelong learning	4.1	Describe ways minimum core elements can be demonstrated in delivering lifelong learning	□ Literacy, eg whiteboard/active board, directed reading, handouts, presentations. □ Language, eg using spoken English effectively, fit for audience, checking information is received and understood. □ Numeracy, eg making sense of data, using number skills and content. □ ICT, eg recognising types fit for purpose, using ICT systems such as e-learning and e-assessment.
		4.2	Apply minimum core elements in delivering lifelong learning	□ Literacy, eg reading, note-taking, written assignments, projects. □ Language, eg question and answer, pair work, small-group work, group discussion, student presentations. □ Numeracy, eg using data, measurement, proportions, numbering, scale. □ ICT, eg word processing, data processing, researching, developing and presenting information.
5	Be able to evaluate own practice in delivering inclusive learning and teaching	5.1	Reflect on the effectiveness of own use of inclusive learning and teaching approaches	□ Learning, eg measure of students' success, record of achievement, value-added, feedback from students. □ Teaching, eg achievement of session objectives, self-assessment report, observation reports, feedback from other professionals.

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Learning outcomes		Assessment criteria		Unit amplification
		5.2	Identify ways to improve own practice in using learning and teaching approaches	□ Learning approaches, eg researching learning styles, special needs training, student reviews, exploring new modes of delivery and assessment. □ Teaching approaches, eg shadowing other professionals, updating subject knowledge, technical expertise, researching modifications to learning programmes and support materials.
		5.3	Identify ways in which own communication skills could be improved	□ Approaches, eg identifying needs, action plan, discussion with line manager or mentor, working with specialist, updating language or literacy skills, online testing, researching, work shadowing, contributing to team reviews.

Information for tutors

Delivery

In addition to the linked units mentioned above, this unit should be delivered in conjunction with *Unit 28: Using Resources for Lifelong Learning (Level 3)* so that all aspects of learning and teaching are considered holistically.

This unit provides opportunities to review learning from *Unit 14: Facilitate Learning and Development for Individuals (Level 3)* and *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)*.

The groundwork for this unit will already have been covered by the planning and delivery of the micro-teaching session, or facilitating learning and development for individuals or in groups. It is, therefore, important to develop what has been covered previously. The suggested delivery for the micro-teach is based on Kolb's learning cycle. This provides a structure which can be developed throughout delivery of the qualification to include Bloom's knowledge, attitude and skills in the practical application of the scheme of work and session plans produced for *Unit 17: Planning to Meet the Needs of Learners (Level 3)*.

As the delivery of this unit focuses on the requirement for teaching practice, a learner-centred approach could be encouraged by giving learners opportunities to provide their own case studies and mini-presentations. In delivering learning to peers, learners are able to try different approaches in a safe environment. This allows for greater flexibility and can contribute significantly to building individual self-confidence. It is recommended that delivery focuses on learners sharing experiences and being encouraged to consider a more interactive approach in the delivery of their own sessions.

The communications aspect of this unit is suited to tutor delivery. It is important that learners understand the significance of their own use of communications when delivering their sessions. This is crucial to their ability to communicate in practice, identify ways to improve their own communication skills and address requirements for minimum core language and literacy.

In contrast, the use of technology in delivering learning and teaching might most effectively be drawn from learners' own delivery activities; learners often understand the nature of the specific technology required for the delivery of their subject and are usually up to date with developments in technology relevant to their own context.

The use of technology in delivering learning and teaching also provides appropriate links to *Unit 28: Using Resources for Lifelong Learning (Level 3)* where it is suggested that a resource should be adapted with the aid of ICT. Tutor delivery is effective where learners have limited access to technology; learners could be given appropriate opportunities to practise using technology to which they may not otherwise have access.

As this unit relates to the delivery of learning and teaching, it is possible to involve learners in negotiating delivery methods and approaches to suit their needs and contexts. In this way, learners actively engage in creating their own purposeful, inclusive learning and teaching environment.

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Tutors should emphasise links with current professional standards, discussing the issues raised by the unit content, both formally and informally. This will help learners to use assessment tools to evaluate own performance as a teacher and identify opportunities for improvement of their delivery of learning and teaching.

Learning activities

Learning activities have been included in this unit as guidance, for use with the suggested assessment activities. They demonstrate one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit includes tutor-led discussions and presentations, group discussions, individual learner presentations and teaching practice. To ensure an integrated or holistic approach, tutors need to link their planning for this unit to the other units in the qualification.

Introduction to unit

Time should be given to discussion of learning and assessment activities along with the links between the units, the use of teaching practice as a part of their own learning process and overlapping evidence from the workplace.

Learning outcomes 1 and 4

Tutor-led discussion on what makes an inclusive learning environment. Tutor should steer the discussion from the generic to the specific.

'Show and tell' activity in small groups, comparing the design of session plans using one example taken from teaching practice (possibly based on suggested planning format using Kolb's activity, reflection, research, planning and Bloom's knowledge, attitude, skill where appropriate). Links to specific curriculum, environment and student needs are discussed.

Tutor-led discussion on the feedback from the 'show and tell activity', including ways in which requirements for the minimum core can be incorporated into the delivery of learning and teaching in order to use naturally occurring opportunities for developing skills in language, literacy, numeracy and ICT. A tutor summary could then focus on approaches to effective group management and different approaches to engage students.

Learning outcomes 2 and 5

Tutor presentation to cover the basic principles of effective communication, including verbal and written, body language, information communication technology, communication as a two-way process and appropriate to the 'audience'. Individual SWOT analysis reviewing individual communication skills, followed by whole-group discussion to share findings and consider ways in which skills could be improved.

Whole-group discussion to review individual practice in communicating with other learning professionals to meet student needs and encourage progression from experiences through teaching practice.

Learning outcome 3

Individual mini-presentations drawing on learner experiences through teaching practice, to identify the technology used in specific contexts along with the benefits and limitations of using technology in learning and teaching. There should be opportunities for questions and answers following each presentation, along with examples to share with the group. This could be followed by a display of technology used by the group members with an opportunity for informal show and tell, with discussions between interested parties to explore possibilities for adapting to different contexts. It is recommended that the technology display be done as an informal activity so that learners are able to focus on the types of technology they find particularly interesting or relevant.

Learning outcomes 1, 2, 4 and 5

Teaching practice activities– as part of schemes of work and a minimum of three observed sessions, learners:

- create a purposeful, inclusive learning and teaching environment
- use learning and teaching activities to meet curriculum requirements
- provide opportunities for students to practise their literacy, language, numeracy and ICT skills
- use communication methods and media to meet the needs of all students
- communicate with other learning professionals to meet student needs and encourage progression
- apply minimum core elements in delivering lifelong learning
- reflect on the effectiveness of their own use of inclusive learning and teaching approaches in meeting the needs of all students.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

For an integrated approach, assessment for this unit should be carried out alongside *Unit 4: Assessing Learners in Lifelong Learning (Level 3), Unit 17: Planning to Meet the Needs of Learners (Level 3)* and *Unit 28: Using Resources for Lifelong Learning (Level 3)*. Tutors could build on the assessment for *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)* and *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3).*

As this unit relates specifically to the delivery of learning and teaching at both Level 3 and Level 4 the assessment criteria should be based on evidence from teaching practice to possibly include examples from:

- the teaching practice portfolio to cover the requirements of teaching practice, scheme of work and observed sessions – complete with examples of resources, assessment and minimum core materials
- feedback records, including tutor observation reports, records of professional discussion, peer feedback forms and student feedback
- personal development record, or reflective journal, to record personal observations and learning.

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Additional portfolio documentation can include:

- key documentation, for example organisation, awarding organisation, vocational body
- curriculum or course documentation
- course handbook
- witness statements when not part of the teaching observation requirements.

Assessment activities

Suggested outline assessment activities that cover the assessment criteria are given below. These are for guidance only and it is recommended that centres adapt the Edexcel assignments to meet local needs and resources or write their own assignments. It is important to provide sufficient assessment guidance to enable learners to provide adequate evidence.

At Level 3, it is appropriate to provide clear guidelines for what is required in terms of session evaluation or individual reflective activities. These guidelines could be provided with the aid of guided reflection where specific headings are given (linked to specific assessment criteria), plus word counts, to ensure adequate and relevant coverage.

Assessment criteria 1.1, 1.2, 2.1 and 4.2

Learners create a purposeful, inclusive learning and teaching environment, in which they deliver three sessions, which are observed.

Observation reports are collated and address and reflect achievement in creating a purposeful, inclusive learning and teaching environment.

Learners demonstrate the use of appropriate learning and teaching activities, using technology, communication methods and media to apply minimum core elements, meet curriculum requirements and develop the skills of students.

Assessment evidence

Session plans, teaching portfolios, scheme of work, assessment records and observation report.

Assessment criteria 1.3, 4.1 and 5.1

Learners evaluate each of the three observed sessions. The evaluation should reflect on the effectiveness of their use of inclusive learning and teaching approaches in meeting the needs of students. Learners should include how minimum core elements have been demonstrated in their delivery and detail how they provided for students to practise literacy, language, numeracy and ICT skills.

Assessment evidence

Session evaluations, sample activities or resources and individual learning review.

Assessment criteria 2.2 and 5.3

Learners provide evidence of communication with other learning professionals to meet specific student needs and to encourage progression.

Learners provide a statement on how their communication skills could be improved and ways this could be achieved.

Assessment evidence

Observation report, professional discussion, witness statement and personal development record.

Assessment criteria 3.1, 3.2 and 5.2

Learners explain different ways to use technology to enhance delivery of learning.

Learners use technology to adapt learning or teaching resources and include examples of two different types.

In their learning record, learners review the benefits and limitations of uses of technology.

Learners identify ways to improve their own practice.

Assessment evidence

Professional discussion, professional development review form, personal development record and witness statements.

Indicative resource materials

Textbooks

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

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

Journals

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

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Unit 9: Delivering Lifelong Learning

Unit reference number:	**T/503/4908**
QCF level:	**4**
Unit type:	**Professional**
Credit value:	**3**
Guided learning hours:	**15**

Unit aim

The aim of this unit is to enable learners to use inclusive learning and teaching approaches in accordance with internal processes and external requirements, to communicate with students and to evaluate their own delivery practice. It gives the learner an understanding of how technology can enhance learning and teaching and covers expectations in relation to the minimum core in delivering inclusive learning and teaching.

This unit gives learners the opportunity to implement the work carried out for *Unit 18: Planning to Meet the Needs of Learners (Level 4).* Learners can use the previously devised scheme of work and associated session plans to create a purposeful and inclusive learning and teaching environment. This unit is largely practical and learning outcomes are assessed through teaching practice, and through an evaluation of that practice.

Learners will need to demonstrate ways in which their own practice reflects the range of skills, knowledge and understanding associated with an inclusive approach to learning and teaching. Learners must demonstrate their understanding of what is required to create a purposeful learning and teaching environment that meets the needs of all students, as well as the internal processes and external requirements associated with their subject and context. This includes providing opportunities for their students to address the minimum core.

Learners will have the opportunity to demonstrate and review ways to improve their communication skills and give their students opportunities to address aspects of the minimum core. This unit also enables learners to explore the use, benefits and limitations of technology as a medium to enhance learning and teaching.

All aspects of learning and teaching can be treated holistically by linking this unit to *Unit 5: Assessing Learners in Lifelong Learning (Level 4), Unit 18: Planning to Meet the Needs of Learners (Level 4) and Unit 29: Using Resources for Lifelong Learning (Level 4)* and reviewing learning from *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)* and *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*.

Assessment requirements

The learning outcomes for this unit must be assessed in a teaching and learning environment. Simulation is not permitted. The required practice should be in the appropriate context – either with groups, individuals or a combination of both. Observations of learners' practice can be formative and summative.

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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	Be able to use inclusive learning and teaching approaches in accordance with internal processes and external requirements	1.1	Create a purposeful, inclusive learning and teaching environment	□ Purposeful, eg structured, addressing needs of curriculum, linked to student needs, clear and shared goals, time managed, effective group management, targeted. □ Inclusive, eg addressing individual student needs, engaging students, range of learning styles, small-and whole-group work, variety of resources, range of support, student centred, promoting positive attitudes to others.
		1.2	Demonstrate an inclusive approach to teaching and learning in accordance with internal processes and external requirements	□ Curriculum requirements, eg subject-specific knowledge, subject-specific skills, work-based learning, assessment needs, timescales for achievement, development and progression. □ Learning activities, eg 1:1, practical activity, workplace, project work, individual and group assessments, presentations, blended or flexible learning, online. □ Teaching activities, eg lectures, seminars, demonstrations, workshops, experiments, fieldwork, case studies, resource-based learning, tutor-led discussion, intranet.
		1.3	Provide opportunities for learners to practise their literacy, language, numeracy and ICT skills	□ Literacy, language, numeracy, ICT, eg debate, research, spoken and written language appropriate to students and subject, disability awareness, role play, discussion, practical activities, peer teaching, research, data collection and interpretation, presentation, experimentation, online learning, work-based learning.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to communicate with learners and other learning professionals to encourage learning	2.1	Demonstrate communication methods and media to meet the needs of all learners	□ Methods, eg mixed media in presentation, varied tone and pace in lecture, appropriate timing and duration, two-way, listening, responding to students, open and closed questioning, summarising, non verbal, involving students. □ Media, eg written materials, use of images, mixed media, quality of materials, relevance to learning, impact, relevance, overhead transparencies, PowerPoint, ICT, VLE (virtual learning environment), audio and visual aids.
		2.2	Communicate with other learning professionals to meet learner needs and encourage progression	□ To meet student needs, eg negotiating with colleagues on behalf of students, specialist support providers, course/programme team, contributing to programme review or quality assurance, external standardisation, employer. □ Encouraging progression, eg identifying student options, communicating with parents, employers, work placements, employment agencies, potential apprenticeship provider, further-education or specialist providers, higher-education providers.
3	Understand how technology can enhance learning and teaching	3.1	Analyse ways to use technology to enhance learning and teaching	□ Enhancing learning, eg computer-aided learning, software, flexible and blended learning, researching, producing assignments, differentiation, student-centred, promoting student responsibility. □ Enhancing teaching, eg globalisation through access to the worldwide web, visual, varying approaches, interactive whiteboard, prompting discussion or debate, current and immediate access to information, materials online, intranet to back up session.

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Learning outcomes		Assessment criteria		Unit amplification
		3.2	Evaluate the benefits and limitations of using technology in learning and teaching	□ Benefits, eg individualised learning, materials online, supports learning, reduces need for paper-based resources, supports those working independently, promotes 'joined-up' learning, current, wealth of resources, adaptable, real. □ Limitations, eg availability of intranet, access to appropriate technology, set-up cost, time and effort to keep up to date with changes in technology, overuse, need for appropriate skills for use, cost of maintaining current technology, fit for purpose, health and safety implications.
4	Understand expectations of the minimum core in relation to delivering lifelong learning	4.1	Review ways in which elements of the minimum core can be demonstrated in delivering lifelong learning	□ Literacy, eg whiteboard/active board, directed reading, handouts, presentations, instructions, manuals, written tasks, tests. □ Language, eg using spoken English effectively, fit for audience in presentations, group work, discussion, questioning. □ Numeracy, eg measurement, calculation, making sense of data, using number skills and content, gathering and analysing data. □ ICT, eg recognising types fit for purpose, using ICT systems such as e-learning and e-assessment, presentation, research, blended learning.

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Learning outcomes		Assessment criteria		Unit amplification
		4.2	Apply minimum core elements in delivering lifelong learning	□ Literacy, eg reading, research, note-taking, written assignments, projects, tests, reports. □ Language, eg question and answer, pair work, peer teaching, small-group work, group discussion, student presentations, work-based assessment. □ Numeracy, eg measurement, proportions, numbering, scale, calculation, data research, collecting and presenting data. □ ICT, eg word processing, use of images, data processing, researching online, developing and presenting information, e-learning or blended learning, use of intranet to support learning.
5	Be able to evaluate own practice in delivering inclusive learning and teaching	5.1	Review the effectiveness of own use of inclusive learning and teaching approaches in meeting the needs of all learners	□ Learning, eg measure of students' success, record of achievement, value-added, feedback from students, student engagement, stimulating learning, independent learning. □ Teaching, eg achievement of planned session objectives, varied approaches, group management, motivation of students, appropriate level of resources, achievement of assessment targets, self-assessment report, observation reports, feedback from other professionals.
		5.2	Analyse ways to improve own practice in using learning and teaching approaches to meet the needs of all learners	□ Learning approaches, eg researching learning styles, special needs training, exploring new modes of delivery and assessment, varying learning approaches, shadowing experienced practitioner, use of group work or peer teaching. □ Teaching approaches, eg shadowing other professionals, updating subject knowledge, technical expertise, researching modifications to learning programmes and support materials, awarding organisation training events, intranet, blended learning.

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Learning outcomes		Assessment criteria		Unit amplification
		5.3	Review ways in which own communication skills could be improved	▫ Approaches, eg SWOT analysis, comparing own skills level to that of students, addressing communications gap, identifying own needs, action plan, reading and researching to strengthen literacy, discussion with line manager or mentor, working with specialist, updating language or literacy skills, online testing, researching strategies, work-shadowing, contributing to team reviews, use of visual imaging, reviewing and addressing issues of non-verbal language.

Information for tutors

Delivery

To enable holistic delivery, this unit provides opportunities to review learning from *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)* and *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*, or appropriate alternative Learning and Development units, such as *Unit 14: Facilitate Learning and Development for Individuals (Level 3)*, or *Unit 16: Manage Learning and Development in Groups (Level 4)*. While the practical element of this unit is identical at Level 3 and Level 4, learners at Level 4 need to explain their choices in delivery, and to review and analyse their practice. This unit, therefore, requires a greater level of underpinning knowledge. Learners have the opportunity to explore the need for inclusive approaches to delivery and develop independent strategies if required to do so.

In order to avoid over-teaching and over-assessment, delivery should build on what has been achieved in the micro-teaching session. At Level 4, it is important to focus more on the individual practice in delivering learning and teaching. For this reason, this unit should follow on naturally from the other units in the qualification, towards the end of the programme, when learners are able to contribute more from their own experiences. This unit should focus on appreciation of the effectiveness of the scheme of work and session plans produced for the planning unit.

Learners need opportunities to demonstrate and develop their understanding of the underpinning theory and knowledge for learning and teaching. The requirement for teaching practice means all learners have the opportunity to provide their own case studies and mini-presentations based on their own practice and context. They should be able to compare their approaches with those of other members of the group. Delivering learning to peers allows learners to try different approaches in a safe environment. It also enables greater flexibility in delivery. This can contribute significantly to building individual self-confidence and encourages learners to share experiences and consider a more interactive approach in the delivery of their own sessions.

The communications aspect of this unit is suited to tutor delivery. Learners need to understand the significance of their own use of communications when delivering their sessions. This is crucial in helping learners identify ways to improve their own communication skills and address requirements for minimum core language and literacy.

In contrast, the use of technology in delivering learning and teaching might most effectively be drawn from learners' own activities. Learners often understand the nature of the specific technology required for the delivery of their subject and are usually up to date with developments in technology relevant to their own context.

As this unit relates to the delivery of learning and teaching, it is possible to involve learners in negotiating delivery methods and approaches to suit their needs and contexts. In this way, learners actively engage in creating their own purposeful, inclusive learning and teaching environment. It is important to emphasise links with the current professional standards, discussing the issues raised by the unit content, both formally and informally. This will help learners to use assessment tools to evaluate their own performance as a teacher and identify opportunities for improvement of their delivery of learning and teaching.

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Learning activities

Learning activities have been included in this unit as guidance, for use with the suggested assessment activities. They demonstrate one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit includes tutor-led discussions and presentations, whole-group discussion, individual learner presentations and teaching practice. Tutors need to link their planning for this unit to the other units in the qualification in order to ensure an integrated or holistic approach.

Introduction to unit

Time should be given to discussion of the learning and assessment activities, along with the links between the units, the use of teaching practice as a part of their own learning process and overlapping evidence from the workplace.

Learning outcomes 1 and 4

Tutor-led discussion on what makes an inclusive learning environment. Tutor should steer the discussion from the generic to the specific.

'Show and tell' activity in small groups, comparing the design of session plans using one example taken from teaching practice (possibly based on suggested planning format using Kolb's activity, reflection, research, planning and Bloom's knowledge, attitude, skill where appropriate). Links discussed to specific curriculum, environment and student needs.

Tutor-led discussion on the feedback from the 'show and tell' activity, including ways in which requirements for the minimum core can be incorporated into the delivery of learning and teaching in order to use naturally occurring opportunities for developing skills in language, literacy, numeracy and ICT. A tutor summary could then focus on approaches to effective group management and different approaches to engage students.

Learning outcome 1

Individual, pre-prepared mini-presentations, based on evaluation of own practice in delivering one of the prepared session plans. Each learner reviews their choice of learning and teaching activities and research in relation to their curriculum requirements (including assessment and minimum core) and the needs of their own students. Presentations should be followed by whole-group discussion on issues of inclusion and specific problems encountered in practice. This could be done in conjunction with a tutor presentation, summarising learning in order to improve practice.

This should be used as an opportunity for 1:1 tutorials to follow the presentations and check progress on portfolio building, to update records of observations and teaching practice hours and to update action planning.

Learning outcomes 2 and 5

Tutor presentation to cover the basic principles of effective communication, including verbal and written, body language, information communication technology, communication as a two-way process and appropriate to the 'audience'. Individual SWOT analysis, reviewing individual communication skills followed by whole-group discussion to share findings and consider ways in which skills could be improved.

Whole-group discussion to review individual practice in communicating with other learning professionals to meet student needs and encourage progression from experiences through teaching practice.

Learning outcome 3

Individual learner mini-presentations drawing on learner experiences through teaching practice to identify the technology used in specific contexts along with the benefits and limitations of using technology in learning and teaching. There should be opportunities for questions and answers following each presentation, along with examples to share with the group. This could be followed by a display of technology used by the group members with an opportunity for informal 'show and tell' with discussions between interested parties to explore possibilities for adapting to different contexts. It is recommended that the technology display be done as an informal activity so that learners are able to focus on the types of technology they find particularly interesting or relevant.

Learning outcomes 1, 2, 4 and 5

Teaching practice activities: as part of their schemes of work and a minimum of three observed sessions, learners should:

- create a purposeful, inclusive learning and teaching environment
- use learning and teaching activities to meet curriculum requirements
- provide opportunities for students to practise their literacy, language, numeracy and ICT skills
- use communication methods and media to meet the needs of all students
- communicate with other learning professionals to meet student needs and encourage progression
- apply minimum core elements in delivering lifelong learning
- reflect on the effectiveness of their own use of inclusive learning and teaching approaches in meeting the needs of all students.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Assessment for this unit should be approached in conjunction with *Unit 5: Assessing Learners in Lifelong Learning (Level 4), Unit 18: Planning to Meet the Needs of Learners (Level 4)*, *Unit 29: Using Resources for Lifelong Learning (Level 4).* This integrated approach builds on the assessment for *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)* and *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*.

This unit relates to the delivery of learning and teaching and the assessment criteria should be based on evidence from teaching practice. Examples of evidence may come from:

- the teaching practice portfolio to cover the requirements of teaching practice, scheme of work and a minimum of three observed sessions – complete with examples of resources, assessment and minimum core materials
- feedback records, including tutor observation reports, record of professional discussion, peer feedback forms and student feedback
- personal development record, or reflective journal, to record personal observations and learning
- research and development of understanding through detailed analysis in extended written assignments – referenced in keeping with Level 4 requirements.

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Additional portfolio documentation can include:

- key documentation, for example organisation, awarding organisation, vocational body
- curriculum or course documentation
- course handbook
- witness statements when not part of the teaching observation requirements.

It is important that learners are given opportunities to demonstrate evidence at the appropriate level. As with all the other units in this qualification, at both Level 3 and Level 4, the practical elements are identical and assessment is common to both. The distinction between the levels should become apparent in the extended writing undertaken by the learner.

At Level 4, more evidence is required of individual research and extended writing whilst the assignment should be less prescriptive than that at Level 3. Level 4 learners should be given a greater challenge in the assessment, being required to draw evidence from a variety of sources and provide clear links between practice and theory, including reference to underpinning knowledge.

Assessment activities

Some suggested outline assessment activities for Level 4 are given below. They are for guidance only and it is recommended that centres adapt the Edexcel assignments to meet local needs and resources or write their own assignments. It is important to provide sufficient assessment guidance to enable learners to provide adequate evidence, especially in meeting the requirements at Level 4.

Assessment criteria 1.1, 1.2, 2.1 and 4.2

Learners create a purposeful, inclusive learning and teaching environment, in which they deliver three sessions that are observed.

Observation reports are collated which address and reflect achievement in creating a purposeful, inclusive learning and teaching environment.

Learners demonstrate the use of appropriate learning and teaching activities, using technology, communication methods and media to apply minimum core elements, meet curriculum requirements and develop the students' skills.

Assessment evidence

Session plans, teaching portfolios, scheme of work, assessment records and observation report.

Assessment criteria 1.3, 4.1 and 5.1

Learners evaluate each of the three observed sessions, reflecting on the effectiveness of their own use of inclusive learning and teaching approaches in meeting the needs of students. Learners give at least two examples of how the minimum core has been demonstrated in their delivery and detail how they provided for students to practise literacy, language, numeracy and ICT skills.

Assessment evidence

- Session evaluations, sample activities or resources and individual learning review.

Assessment criteria 2.2 and 5.3

- Learners provide evidence of communication with other learning professionals to meet specific student needs and to encourage progression.
- Learners provide a statement on how their communication skills could be improved and ways this could be achieved.

Assessment evidence

- Observation report, professional discussion, witness statement and personal development record.

Assessment criteria 3.1, 3.2 and 5.2

- Learners analyse different ways to use technology to enhance delivery of learning.
- Learners review (possibly as part of their learning record) the benefits and limitations of using technology in the learning, using examples to illustrate points.
- As part of their learning record, learners analyse ways to improve their own practice in using approaches to meet the needs of their students.

Assessment evidence

- Assignment, sample resources and case studies.

Indicative resource materials

Textbooks

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

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

Journal

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

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Unit 10: Develop and Prepare Resources for Learning and Development

Unit reference number:	**A/502/9547**
QCF level:	**4**
Unit type:	**Competence**
Credit value:	**6**
Guided learning hours:	**25**

Unit aim

The aim of this unit is to assess competence in developing and preparing resources to support learning and development. 'Develop' covers preparing and producing resources 'from scratch' as well as adapting existing resources to meet the needs of learners. 'Resources' also cover the preparation of the learning environment, learning materials and equipment used to support learning. Examples of resources include: technical equipment, IT-based learning, handouts, workbooks and visits to places of interest.

Assessment requirements

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

This unit requires performance evidence of the practitioner working with real learners/staff/customers in a real organisational context.

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

Supplementary evidence may be gathered by: questioning, professional discussion use of others (witness testimony) and looking at practitioner statements.

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to 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 in this unit. 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. Practice should be in the appropriate context – either with groups of learners or with individual learners. Simulation is not acceptable.

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 underpinning development and preparation of resources for learning and development	1.1	Explain principles underpinning resource selection for learning and development	□ Principles, eg cost, coverage of learning needs, eg developing skills, knowledge and understanding, attitude change, purposeful, up to date, adaptation required, stimulating, impact, eg maximising action and interaction, suitability for individual(s), appropriate language and imagery, provision of choice, contributes towards achievement.
		1.2	Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies	□ Resources, eg time available, cost of development, expertise available, meeting student requirements, contribution towards learning objectives, reflecting the real work context, suitability for individual use or group size, restrictions on use, currency, copyright, validity of internet information and resources, meeting legal requirements for equality, diversity and non-discriminatory practice.
		1.3	Evaluate the contribution of technology to the development of learning and development resources	□ Contribution to resource development, eg ease of adaptability and customisation, range of presentation options, virtual learning environment, use for individual research, e-learning, flexible or blended learning. □ Integration of materials, eg text, audio, graphics, animation, video clips; online assessment, eg self-assessment, progress tracking system; improving accessibility, eg learning on demand, supporting access for students with disabilities.

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Learning outcomes		Assessment criteria		Unit amplification
2	Be able to develop resources to meet learning and development needs	2.1	Agree needs of learners for whom resources are being developed	□ Delivery of resources in ways that meet relevant needs, eg individual, group work, tutor presentation, student owned, meeting student disability requirements. □ Purpose, eg specific learning needs, content, language, images; context, eg workplace, teaching, research, fieldwork; type, eg equipment, tools, models, materials, paper based, technology based, virtual learning environment, computers. □ Variety requirements, eg pace, individual and group activity, balance of theory and practice, promoting active involvement, self-assessment, feedback, opportunities to apply to real work situations, accommodating needs eg differentiation, learning style preferences, further reading. □ Constraints, eg budget, time, breadth of expertise, equipment availability, suitability for training facility; agreement with, eg, HR, managers, other personnel, student.
		2.2	Prepare resources for the delivery of learning and development, ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met	□ Legislative and organisational requirements, eg safety, information sensitivity and confidentiality, equality, diversity, inclusive, accessible. □ Meeting specific needs, eg design considerations such as clear, simple and readable information, using colour and graphics to add interest and clarity; highlighting information to emphasise key features, technology adjustment, use of accessibility options in software, preparing large-print materials, background and print colour adjustments to improve readability.

Learning outcomes		Assessment criteria		Unit amplification
				◻ Customising resources, eg to group size, highlighting different aspects, use of familiar terminology and situations, specific case study, personalising simulation, role play or in-tray exercise, modifying a game to specific learning needs.
		2.3	Plan adaptations to and use of technology within resources to meet learning and development needs	◻ Technology use and adaptations, eg online teaching resources, developing local intranet or virtual learning environment, information access limitation requirements, technology access and adjustments required for training purposes. ◻ Customising resources, eg incorporation of organisation information, reference to and inclusion of organisation policies, use of familiar terminology, situations, imagery.
		2.4	Prepare guidance to assist those using learning and development resources	◻ Guidance for practitioners, facilitators, students. ◻ Guidance, eg resource purpose, use, approximate time required, alternative delivery suggestions, key learning points, learning progress check opportunities, suggested adaptations.
		2.5	Evaluate the suitability of resources for learning and development	◻ Evaluation, eg coverage of learning requirements, resource set-up time, ability to meet varying student needs, flexibility in use, variety, visual attractiveness, appropriate use of imagery, inclusive, time required to complete, student response to resource.

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Unit 11: Enabling Learning Through Assessment

Unit reference number: T/503/4925

QCF level: 4

Unit type: Professional

Credit value: 12

Guided learning hours: 30

Unit aim

The aim of this unit is to enable the learner to understand the theories, principles and applications of formal and informal assessment and apply them to the design and conduct of informal and formal assessment to enable learning and progression. The unit covers expectations in relation to the minimum core on enabling learning and assessment. It enables the learner to evaluate their own assessment practice to enable learning and progression.

This unit enables individuals to develop an understanding of the opportunities to promote learning through the use of different assessment strategies, identified in other units. Learners will look at the strengths and weaknesses of different assessment approaches in supporting or promoting the learning process. This unit focuses on the need to select and use formal and informal approaches to assessment, appropriate to individual needs, providing advice and guidance which enables learning and progression.

The unit develops knowledge of the relationship between learning and assessment and the minimum core, and how to review the application of the minimum core through appropriate assessment strategies.

Although this unit deals with theories, principles and models, it is essential that these are applied to the practical experience of teaching in the lifelong learning sector to satisfy the requirement for 100 hours of teaching practice. Assessment of this unit could be linked to *Unit 1: Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching (Level 4), Unit 5: Assessing Learners in Lifelong Learning (Level 4), Unit 9: Delivering Lifelong Learning (Level 4)* and *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)*. This will help draw appropriate evidence from all areas of professional practice and avoid duplication.

Assessment requirements

The learning outcomes for this unit must be assessed in a teaching and learning environment. Simulation is 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 theories, principles and applications of formal and informal assessment	1.1	Review the application of theories and principles of assessment in own specialist area	□ Applying theories and principles of assessment, eg Department for Education (DFE), awarding organisation assessment requirements and guidance, use of standardised tests, value of performance criteria to measuring skills, appropriate to learning programme, assessment for learning rather than of learning, value of different approaches to suit learning context, embedded assessment opportunities, naturally occurring evidence.
2	Be able to design formal and informal assessments to enable learning and progression	2.1	Devise models of assessment to enable learning and progression	□ Assessment schemes, eg meeting awarding body requirements, addressing appropriate vocational or occupational standards, in line with level descriptors and level requirements, using a range of sources of evidence, use of naturally occurring opportunities for generating evidence, holistic or integrated approaches, embedding assessment into learning cycle, providing clear links between knowledge and skills learning, shared with learners and colleagues.

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Learning outcomes		Assessment criteria		Unit amplification
		2.2	Explain how the design of formal and informal assessment methods and instruments enables learning and progression for all learners	□ Formal, eg establishing level of achievement, standardisation against national criteria, enabling progression, identifying targets, identifying value-added achievement, meeting vocational standards and providing requirement for employment. □ Informal, eg encouraging self-assessment, building self-confidence, encouraging students to question, encouraging student ownership of achievements, reinforcing link between learning and assessment, providing individual feedback on performance, medal and mission.
		2.3	Design formal and informal assessment methods and instruments that are fair, valid, reliable and sufficient	□ Formal, eg externally or internally set coursework, externally or internally set examinations or tests, externally or internally set skills testing, observation report or witness statement, online testing. □ Informal, eg short-answer tests, question and answer, experiments to check learning, classroom discussion, self-or peer assessment, online practice tests, tutorial.
3	Be able to conduct formal and informal assessments to enable learning and progression	3.1	Create an environment for assessment which maximises learners' opportunities for success	□ Environment for success, eg creating appropriate physical environment, adequate lighting and ventilation, appropriate duration of assessment activity, adequate resources, negotiating assessment requirements with students, current and suitable guidance, providing students with skills for assessment, creating a supportive environment, building student confidence, opportunities to practise assessment, developing appropriate study skills to support students' preparation for assessment.

Learning outcomes		Assessment criteria		Unit amplification
		3.2	Use assessment models, methods and instruments to enable learning and progression for all learners	□ Assessment schemes, methods and instruments, eg Recognition of Prior Learning (RPL), modular assessment following learning, synoptic assessment applying knowledge and understanding gained in order to increase understanding, formative assessment contributing to learning through providing feedback, linear or summative assessment promoting holistic approaches, self-or peer assessment to build student skills, online assessment in association with e-learning.
		3.3	Record learner progress and achievement in accordance with internal processes and external requirements	□ Recording progress and achievement, eg use of appropriate marking and assessment criteria, accurate measure of competencies, tracking and logging of individual performance, recording knowledge tests or internal examination results, logging evidence relating to achievement of performance-related skills, recording observation outcomes, recording target setting and achievement in meeting targets, providing report or summative profile.
		3.4	Give constructive feedback to learners on their progress and achievement	□ Feedback on progress and achievement, eg positive feedback, supporting and encouraging developments, negotiating feedback with students, using appropriate language, specific to assessment requirements and criteria, feedback sandwich (praise, criticism, praise), identifying goals for target setting and action planning, measuring achievement against realistic objectives, feedback opportunities linked to practical activities, informal feedback to individuals and groups, encouraging student feedback, peer feedback.

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Learning outcomes		Assessment criteria		Unit amplification
		3.5	Negotiate future learning targets with learners	□ Negotiating learning targets, eg targeting strategies appropriate to student and context, recognition of improvement, motivating students by empowering, realistic target setting or action planning, setting challenge to promote learning, medal and mission, providing tools to encourage student achievement, supporting student achievement through tutorial, identifying support needs, relating learning targets to employment opportunities.
		3.6	Report on learner progress and achievement in accordance with internal processes and external requirements	□ Progress and achievement, eg written or verbal assessment feedback to improve learning outcomes, use of observation pro forma to record outcomes, reporting feedback from others to aid self-assessment, module performance report, outcomes of skills assessment, comparing students across a course or programme, adhering to college and industry standards, meeting awarding organisation and government requirements, identifying additional support needs, contributing to course evaluation.
4	Be able to meet minimum core expectations in relation to enabling learning and assessment	4.1	Review ways in which elements of the minimum core can be demonstrated in teaching, learning and assessment	□ Minimum core in teaching, learning and assessment: □ Literacy, eg use of a range of reading strategies to interpret texts and record key information, writing to suit purpose and intended audience. □ Language, eg accuracy in conveying meaning in presentations or discussion, processing of oral information and understanding instructions. □ Mathematics/numeracy, eg understanding use of numbers and measurements, identifying questions that can be analysed using statistical methods, use of data analysis.

Learning outcomes		Assessment criteria		Unit amplification
				▫ ICT, eg presentation of assessments using word processing, spellchecker and grammar checker, internet/intranet for research, electronic submission of work, e-learning or e-assessment.
		4.2	Apply minimum core elements in teaching, learning and assessment in own specialist area	▫ Using minimum core elements in assessing specialist area: ▫ Language, eg verbal assessment, individual presentations, record of group discussion or debate, verbal question and answer, professional discussion. ▫ Literacy, eg written assignment, report or project, written tests or examination, research. ▫ Numeracy, eg number skills to support problem solving, use of measurement, concept of scale, table of statistics, processing and analysing data, interpreting and evaluating results. ▫ ICT, eg word processing, spreadsheets, data interpretation, use of digital images, web-based information, e-assessment, virtual learning environment (VLE), presenting information.
5	Be able to evaluate and improve own assessment practice	5.1	Review the effectiveness of own assessment practice	▫ Effectiveness of own assessment procedures, eg currency of assessment criteria, meeting awarding organisation requirements, outcomes, flexibility in meeting requirements, interpreting assessment criteria, recognising assessment opportunities, developing embedded approaches, recognising individual needs, motivating students, offering realistic learning and assessment opportunities, meeting organisation quality assurance procedures.

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Learning outcomes		Assessment criteria		Unit amplification
		5.2	Reflect on strengths and areas for improvement in own assessment practice	□ Strengths and areas for improvement, eg current vocational or occupational standards, understanding of knowledge requirements, applying level requirements, use of integrated assessment approaches, ability to reflect on and justify own approach to assessment, recognising student needs, giving positive feedback to motivate students, recognising need for change, adapting design of assessment schedules, providing appropriate level of support.
		5.3	Evaluate professional development opportunities to improve own assessment practice	□ Professional development opportunities, eg using achievement as a means to reflect on own performance, researching government and organisational statistics, researching educational issues, involvement in quality assurance and improvement, assessment or verification qualification, awarding organisation training events, networking, workshadowing, training events, higher-level qualification, mentoring, observation.

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Information for tutors

Delivery

It is essential that the delivery of this unit is viewed in conjunction with work undertaken for *Unit 5: Assessing Learners in Lifelong Learning (Level 4)* and *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)* or the Learning and Development unit equivalents, in order to avoid duplication and over-teaching.

Learners will need to examine the range of assessment tools already considered in other units in order to demonstrate an understanding of the different purposes of assessment. This could include examples of assessment with which learners are not familiar, to encourage different approaches. Learners need to appreciate different assessment tools such as those for diagnostic, formative or summative purposes as well as being able to recognise the links between the theoretical and practical assessment of both knowledge and skills, and different levels of achievement.

There is wide scope for individual and group work on the interpretation of data and for exploring with colleagues and senior staff within the organisation to discover how the results of the data are used in the planning and management of the delivery of learning. Learners should be given opportunities to focus on the use of assessment materials that stimulate and encourage further learning and to use the assessment tools to help evaluate their own performance as a teacher, identifying opportunities for improvement.

It is important to emphasise links with current professional standards and to discuss the issues raised by the unit content, both formally and informally. Learners should be given opportunities to demonstrate their understanding of both organisational and external requirements. Appropriate emphasis should be placed on the need to maintain standards of quality that will meet the requirements of external moderation, and the way to address the needs of those students unable to access the usual assessment strategy. This unit lends itself to individual activities, presentations and peer teaching in order to share experiences from practical teaching contexts.

Learners should be involved in the negotiation of methods and approaches so that they may actively engage in their progress through the unit content, defining and creating their own opportunities for learning. Wherever possible, the unit content should be related to learners' own teaching situations and experiences. They should be encouraged to evaluate their own courses and assess their past and current practice, identifying areas of strength and any development needs.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate one way to plan the delivery and assessment of the unit. The range of learning activities suggested for this unit includes group presentations, whole-group activities, individual learner tasks and reflective activities, small-group activities and teaching practice assessment.

Centres that already have a Diploma (DTLLS) programme will find the changes to the delivery and assessment programme are minimal.

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Introduction to unit

At the beginning of the unit, time should be given to discussing learning and assessment activities, the links between units and the use of teaching practice as a part of the learning process.

Learning outcomes 1 and 2

Individual learners select assessment examples from a minimum of two contrasting students. One student should be competent and confident in relating assessment to opportunities for improving their own learning. The other student should have a specific need relating to assessment which causes them to lack confidence and be unsure about applying the outcome of an assessment activity or how to relate this to their own progression.

Learners use two examples of assessment activities from the teaching practice portfolio to produce a report to demonstrate the application of theories and principles of assessment in their specialist area, and justifying the design of formal and informal assessment methods and instruments in enabling learning and progression for all learners.

This should lead to a whole-group discussion on the application of assessment to the learning process and adapting approaches to suit learner needs in order to share experiences from different specialist areas.

To prevent duplication, these activities should be linked to work undertaken for *Unit 5*: *Assessing Learners in Lifelong Learning (Level 4) and Unit 20*: *Principles of Assessment in Lifelong Learning (Level 4).* (In these units, two contrasting forms of assessment (knowledge and skill) are used for mini-presentations to peers).

Learning outcomes 2, 3 and 4

Learners undertake teaching practice, contributing to requirements for 100 hours teaching practice, plus minimum of one observation record relating specifically to use of assessment to promote learning (see assessment activities for these learning outcomes).

Learning outcome 4

In planning activities for this learning outcome, tutors can refer to *Unit 5: Assessing Learners in Lifelong Learning (Level 4)*, *Unit 9: Delivering Lifelong Learning (Level 4)*, *Unit 18: Planning to Meet the Needs of Learners (Level 4)* and *Unit 29: Using Resources for Lifelong Learning (Level 4)* where learners have already reviewed ways in which minimum core elements can be demonstrated and applied in planning, resourcing, assessing and delivering lifelong learning.

Learners work in four groups: each group covers one of the key set of skills for language, literacy, numeracy and ICT. Each group produces one activity for a skills session and one activity for a knowledge session for their designated minimum core element. Each group should share their two activities with all the other groups. This could either be in the form of a group presentation or through a 'market-stall' arrangement. This can then be used as the basis for the assessment activity.

Learning outcome 5

Learners undertake an individual reflective activity, reviewing the effectiveness of assessment practice, strengths and areas for improvement. They should record continuing personal and professional development undertaken as appropriate.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Assessment activities

Suggested assessment activities that cover the assessment criteria are given below. They are for guidance only and it is recommended that centres either adapt Edexcel assignments to meet local needs and resources or write their own assignments. In the latter case there should be evidence in the course file that assignments have been internally reviewed and moderated. In addition to the logging and feedback record relating to the assessment criteria, each assignment brief should include reference to sources or types of appropriate evidence as well as any specific guidance to support learners in generating appropriate evidence.

Assessment criteria 1.1 and 2.3

Based on the learning activity to select assessment examples from a minimum of two contrasting students – one student confident in relating assessment to opportunities for improving their own learning, and one student with a specific need in assessment.

Learners use at least the two selected examples taken from their own practice to review ways in which they apply theories and principles of assessment in their own specialist area. Learners write a report to justify the design of formal and informal assessment methods and instruments when enabling learning and progression.

Assessment evidence

Written report, examples of learner work, background research.

Assessment criteria 2.1, 2.2 and 3.1 to 3.6

Based on the requirement for 100 hours of teaching practice and a minimum of one observation record relating specifically to the use of assessment to promote learning, learners should include in their portfolio:

- assessment schemes to meet specific learning objectives
- examples of formal and informal assessment methods and instruments that are fair, valid, reliable, sufficient and meet the needs of all students
- an observation report on having created an environment for assessment that maximises students' opportunities for success for a minimum of TWO students with contrasting assessment needs
- examples of use of assessment schemes, methods and instruments to enable learning and progression for all students during at least one observed teaching session with examples of students' work
- examples of the use of appropriate minimum core elements in teaching, learning and assessment in own specialist area during at least one observed session
- a record of learner progress and achievement in accordance with internal processes and external requirements for a minimum of two contrasting students
- evidence of giving constructive feedback to students on their progress and achievement during a minimum of one observed session

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- evidence of negotiating future learning targets with a minimum of two students through at least one observed session and one written example
- at least one individual and one group report (as appropriate) on student progress and achievement in accordance with internal processes and external requirements. (If group reports are not normally produced, replace these with an additional individual report.)

Assessment evidence

Teaching practice portfolio: scheme of work and session plans covering required number of teaching practice hours, teaching practice observation reports, learner evaluation feedback.

Key assessment documentation for example awarding organisation standards, assessment criteria or performance criteria, examples of standardised work, feedback pro forma, records of formal/informal assessment according to organisation and/or awarding body requirements to demonstrate how these can be used to inform changes and/or modifications to a selected curriculum/training area, evidence of the use of assessment records to inform/develop practice individually and through negotiation within teaching team.

Assessment criteria 4.1 and 4.2

Based on selected examples of minimum core activities produced for skills and knowledge sessions across all areas of the minimum core, learners review how these activities can be demonstrated in learning, teaching and assessment of their specialist area.

Assessment evidence

Sample activities from *all* areas of minimum core and a written review based on own specialist area of practice. Cross-referencing should be included to link to other units such as *Unit 5: Assessing Learners in Lifelong Learning (Level 4)*, *Unit 9: Delivering Lifelong Learning (Level 4)*, *Unit 18: Planning to Meet the Needs of Learners (Level 4)* and *Unit 29: Using Resources for Lifelong Learning (Level 4)*.

Assessment criteria 5.1, 5.2 and 5.3

Learners provide a written review which includes the effectiveness of their own assessment practice, their strengths and areas for improvement and a report on continuing personal and professional development activities undertaken to improve their assessment practice. This could link to *Unit 6: Continuing Personal and Professional Development (Level 5*).

Assessment evidence:

Reflective practice, undertaking continuing personal and professional development (CPPD), research, tutorial record, individual learning plan/personal development record, record of CPPD, tutor or colleague and peer assessment and feedback, self-assessment through evaluation and the analysis of own practice and action plans for further development.

Indicative resource materials

Textbooks

Gadsby C – *Perfect Assessment for Learning* (Independent Thinking Press, 2012) ISBN 9781781350027

Gibbs G, Habeshaw S and Habeshaw T – *53 Interesting Ways to Assess your Students* (Technical and Educational Services, 1993) ISBN 9780947885120

Gravells A and Simpson S – *Passing CTLLS Assessments (Lifelong Learning Sector), 1st Edition* (Learning Matters, 2011) ISBN 9780857253699

Gravells A – *Preparing to Teach in the Lifelong Learning Sector* (Learning Matters, 2011) ISBN 9780857250537

Henebury C – *The Assessment of Prior Learning and Learner Services* (Further Education Unit, 1992) ISBN 9781853382420

Petty G – *Evidence-Based Teaching: A Practical Approach, Second Edition* (Nelson Thornes, 2009) ISBN 9781408504529

Wolf A – *Assessment Issues and Problems in a Criterion-based System* (Further Education Unit, 1993) ISBN 9781853382970

Wolf A – *Competence-Based Assessment (Assessing Assessment)* (Open University Press, 1995) ISBN 9780335190232

Journals and periodicals

British Educational Research Journal

Teaching Today

Times Educational Supplement – FE Focus

Times Higher Education

Websites

www.aoc.co.uk	Association of Colleges
www.businessballs.com	Businessballs: free ideas, materials, exercises, tools, templates
www.education.gov.uk	Department for Education
www.education.gov.uk/inthenews/inthenews/a00198081/standards-and-testing-agency	Standards and Testing agency, Department for Education
www.geoffpetty.com	Geoff Petty online teaching and learning resources
www.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
www.ofqual.gov.uk	Ofqual (Office of Qualifications and Examinations Regulation)
www.ofsted.gov.uk	Ofsted (Office for Standards in Education, Children's Services and Skills). Provides links to reports and official publications

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Unit 12: Enabling Learning Through Assessment

Unit reference number:	**A/503/4926**
QCF level:	**5**
Unit type:	**Professional**
Credit value:	**12**
Guided learning hours:	**30**

Unit aim

This unit aims to enable the learner to understand the theories, principles and applications of formal and informal assessment and apply them to the design and conduct of informal and formal assessment to enable learning and progression. The unit covers expectations in relation to the minimum core in enabling learning and assessment. It also enables the learner to evaluate their own assessment practice to aid learning and progression.

Learners will review assessment schemes and formal and informal assessment methods, and analyse how they apply to their own practice. The practical skills required to promote learning through the use of different assessment strategies, identified in other units, will be refined and developed. Learners will analyse their own practice in order to develop a greater appreciation of the strengths and weaknesses of different assessment approaches in supporting or promoting the learning process.

The unit also develops knowledge of the relationship between learning and assessment and the minimum core, in particular enabling learners to analyse aspects of the minimum core as addressed through appropriate assessment strategies.

This Level 5 unit deals with theories, principles and models, and how they are applied to the practical experience of teaching in the lifelong learning sector. Evidence must be drawn from practice during the required 100 hours of teaching practice.

Assessment of this unit should also be viewed in relation to a *Unit 2: Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching (Level 5)*, *Unit 5: Assessing Learners in Lifelong Learning (Level 4)*, *Unit 9: Delivering Lifelong Learning (Level 4)* and *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)*. This will help draw appropriate evidence from all areas of professional practice and avoid duplication.

Assessment requirements

The learning outcomes for this unit must be assessed in a teaching and learning environment. Simulation is 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 theories, principles and applications of formal and informal assessment	1.1	Analyse the application of theories and principles of assessment in own specialist area	□ Applying theories and principles of assessment, eg standardised national assessment, QCF, value-added measure of skills aptitude or knowledge, credible and compatible with learning programme, theoretical understanding of value in promoting learning, assessment of learning and for learning, use to stimulate knowledge learning, developing performance as part of training cycle, in conjunction with reflection in learning cycle, embedding assessment opportunities, integrated or holistic approaches to reinforce learning.
2	Be able to design formal and informal assessments to enable learning and progression	2.1	Devise models of assessment to enable learning and progression	□ Assessment schemes, eg meeting awarding body requirements, addressing vocational or occupational standards, in accordance with curriculum or programme requirements, modular or linear, appropriate sequencing and timeframe, in line with level descriptors and level requirements, addressing appropriate learning outcomes and assessment criteria, generating sufficient evidence using appropriate range, providing clear links between knowledge and skills learning, shared with learners and colleagues, opportunities for moderation.

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Learning outcomes		Assessment criteria		Unit amplification
		2.2	Design formal and informal assessment methods and instruments that are fair, valid, reliable and sufficient	□ Formal methods, eg internally or externally standardised examinations or tests, externally set and internally assessed or externally set and externally assessed examinations, externally set coursework or project work, portfolio building to meet skills requirements against set performance criteria, record of professional discussion to meet identified criteria, observation report or witness statement based on identified criteria, online testing. □ Informal methods, eg short-answer tests, question and answer, experiments to check skills or knowledge, classroom discussion, structured self-or peer assessment, online practice tests, presentation of research materials, tutorial.
		2.3	Justify the design of formal and informal assessment methods and instruments in enabling learning and progression for all learners	□ Formal design, eg establishing level of achievement, standardisation against national criteria, matching individual performance against norm, enabling progression, identifying targets for development of knowledge or skills, identifying value-added achievement, meeting vocational standards, providing requirement for employment. □ Informal design, eg encouraging individual self-assessment, building self-confidence through development of personal skills, encouraging students to question, encouraging student ownership of achievements and goals, reinforcing link between learning and assessment, opportunities to provide individual feedback on performance, medal and mission using assessment as part of the learning cycle.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to conduct formal and informal assessments to enable learning and progression	3.1	Create an environment for assessment which maximises learners' opportunities for success	□ Environment for success, eg creating a safe environment, preparing students adequately in what to expect, engaging students actively through negotiation, appropriate physical environment, adequate lighting and ventilation, appropriate duration of assessment activity, adequate resources, providing current and suitable guidance, providing students with skills required, creating a supportive environment, building student confidence through self- or peer assessment, providing realistic opportunities to practise assessment, developing appropriate study skills to support student preparation for assessment.
		3.2	Use assessment models, methods and instruments to enable learning and progression for all learners	□ Assessment schemes, methods and instruments, eg Assessment of Prior Learning/Recognition of Prior Learning, modular or unitised assessment following each learning module, synoptic assessment applying the knowledge and understanding gained in one part of programme to increase understanding in other parts of programme, formative assessment contributing to learning through feedback rather than grading, linear or summative assessment promoting holistic approaches, student self- or peer assessment to build skills, online assessment in association with e-learning.

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Learning outcomes		Assessment criteria		Unit amplification
		3.3	Record learner progress and achievement in accordance with internal processes and external requirements	□ Recording progress and achievement, eg use of appropriate marking and assessment criteria, accurate measure of competencies, tracking and logging of individual performance in knowledge tests or internal examination results, logging evidence relating to achievement of performance-related skills, recording achievements in external examinations, recording observation outcomes, recording range of assessment evidence, recording target setting and achievements in meeting targets, contributing to building of performance tables, conforming to organisational and national requirements.
		3.4	Give constructive feedback to learners on their progress and achievement	□ Feedback on progress and achievement, eg importance of negotiating feedback with students, using appropriate language, relating to specific assessment requirements and identified criteria, use of feedback sandwich (praise, criticism, praise) to reinforce positives, identifying and negotiating goals for target setting and individual action planning, measuring achievement against realistic objectives both in relation to student and programme, feedback opportunities linked to practical learning activities, encouraging student feedback to support ownership, positive feedback in supporting and encouraging achievements and development.

Learning outcomes		Assessment criteria		Unit amplification
		3.5	Negotiate future learning targets with learners	□ Negotiating learning targets, eg targeting strategies appropriate to student and context, recognition of need for improvement, motivating students by empowering, realistic target setting and action planning, setting challenging targets to encourage learning, employing medal and mission by rewarding achievements, providing tools to encourage student achievement beyond basic level of expectation, supporting student achievement through tutorial, development of opportunities for functional skills, identifying support needs, relating learning targets to employment opportunities.
		3.6	Report on learner progress and achievement in accordance with internal processes and external requirements	□ Reporting on progress and achievement, eg written or verbal assessment feedback, use of pro forma for outcomes of observations to aid skills improvement, providing unit or module performance report, logging achievement of outcomes of skills assessment, linking to organisation benchmarking or performance tables, comparing students across a course or programme, contributing to course evaluation and standards moderation, adhering to college and industry standards, meeting awarding body and government requirements, identifying additional support needs.

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Learning outcomes		Assessment criteria		Unit amplification
4	Understand minimum core expectations in relation to enabling learning and assessment	4.1	Analyse ways in which elements of the minimum core can be demonstrated in teaching, learning and assessment	□ Minimum core in teaching, learning and assessment: addressing skills gaps (functional skills, Skills for Life), developing skills in a different and meaningful context, to acquire skills in workplace context, to develop skills in area of specialism, for reasoning and understanding requirements and learning needs, recognising importance for student success in achieving goals, developing integrated practice, opportunities to develop higher-level skills, developing skills to support other qualifications and workplaces, developing skills to ensure success of students.
		4.2	Apply minimum core elements in teaching, learning and assessment in own specialist area	□ Use minimum core elements in assessing specialist area. □ Language, eg verbal assessment, individual presentations, record of group discussion or debate, verbal question and answer, professional discussion. □ Literacy, eg reading instructions, written assignment, finding and selecting information from a range of sources, report or project, written tests or examination. □ Numeracy, eg supporting problem solving, use of measurement, concept of scale, tables of statistics, processing and analysing data, interpreting and evaluating results. □ ICT, eg word processing, spreadsheets, data interpretation, digital imaging, using web-based information, e-assessment, recording and storing of assessments, presenting information.

Learning outcomes		Assessment criteria		Unit amplification
5	Be able to evaluate and improve own assessment practice	5.1	Analyse the effectiveness of own assessment practice	□ Effectiveness of own assessment procedures, eg currency and understanding of assessment criteria, outcomes, meeting awarding organisation requirements, application of vocational or occupational standards, meeting knowledge requirements, achieving level requirements, flexibility in meeting assessment requirements, adopting holistic or integrated approaches, interpreting requirements of learning outcomes and assessment criteria, recognising assessment opportunities, developing embedded approaches, offering realistic learning and assessment opportunities.
		5.2	Reflect on strengths and areas for improvement in own assessment practice	□ Strengths and areas for improvement, eg understanding and application of vocational or occupational standards, understanding of knowledge or skills requirements, ability to reflect on and justify own approach to assessment, recognising and responding to individual needs, motivating students, positive feedback to motivate students, recognising and justifying the need for changes, responding to evaluation by others, adapting design of assessment schedules, providing appropriate level of support, meeting organisation quality assurance procedures.

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Learning outcomes		Assessment criteria		Unit amplification
		5.3	Engage in professional development opportunities to improve own assessment practice	□ Professional development opportunities, eg using assessment and achievement as a means to reflect on own performance, researching government and organisational statistics, researching educational issues through professional journals and online publications, contributing to organisation review, undertaking research into assessment related issues, involvement in quality assurance and control systems, awarding organisation training events, networking, workshadowing, review or organisation procedures for registration and certification of students, professional or vocational training events, assessment or verification qualification, higher-level qualification.

Information for tutors

Delivery

It is important to consider the delivery of this unit in conjunction with *Unit 2: Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching (Level 5)*, *Unit 5: Assessing Learners in Lifelong Learning (Level 4), Unit 9: Delivering Lifelong Learning (Level 4)* and *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)*. This will ensure that appropriate links are maintained between all aspects of assessment, learning and teaching. It will also minimise the risk of duplication of effort, over-teaching and over-assessment.

This unit gives learners opportunities to share experiences and approaches to using assessment in designing learning strategies. First-hand knowledge of different sectors helps extend learning and understanding, as well as establishing networks and partnerships between learners. This can enhance the overall provision and place responsibility for learning on the learners. There is scope for much material to be covered through presentations, both from the delivery team and from learners. In addition, specialist guest speakers, seminars, forums, discussion groups and case studies could be included to help broaden perspectives. Wherever possible, a holistic approach should be taken to all units to highlight the relationship between all aspects of professional practice, particularly the relationship between assessment practice and the learning process.

This unit offers opportunities for learners to engage in individual reading and research and, through this, to identify and apply underpinning principles about assessment. It is particularly important for learners at this level to show independence in their approach to learning, and to apply this independence through their teaching practice.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate one way to plan the delivery and assessment of the unit. The range of learning activities suggested for this unit include group activities, individual learner tasks, presentations, reflective activities and peer teaching.

Centres that already have with a learning programme for the Diploma qualification will find changes to the delivery and assessment programme are minimal.

Introduction to unit

It is essential that time is taken to introduce each unit so that learners are made fully aware of the extent to which the knowledge and understanding overlaps, and that evidence generated from one unit provides underpinning knowledge for another. This idea of holistic learning and teaching is critical.

Learning outcomes 1 and 2

Individual learners identify one assessment scheme from their own specialist area. They then select three types of assessment shown to improve learning and a sample assessment from one student corresponding to each assessment type.

Learners should then research a range of theories and principles of formal and informal assessment that have been applied to the design of the assessment schemes, showing how they enable learning and progression for different students.

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The individual learner activity suggested for learning outcomes 1 and 2 should be linked to the work undertaken for *Unit 4* and *5: Assessing Learners in Lifelong Learning (Level 3 and Level 4)* and also to *Units 19* and *20: Principles of Assessment in Lifelong Learning (Level 3 and Level 4)* where the suggested approach includes selecting two contrasting forms of assessment (knowledge and skill) and giving mini-presentations to peers.

Learning outcomes 2, 3 and 4

Learners use an observation record to build their individual teaching practice portfolios. This links specifically to their activities, showing the use of assessment to promote learning.

Learning outcome 4

In planning activities for this learning outcome, tutors should refer to *Unit 5: Assessing Learners in Lifelong Learning (Level 4), Unit 9*: *Delivering Lifelong Learning (Level 4) Unit 18*: *Planning to Meet the Needs of Learners (Level 4)* and *Unit 29*: *Using Resources for Lifelong Learning (Level 4)*, where learners have already reviewed ways in which minimum core elements can be demonstrated and applied to planning, resourcing, assessing and delivering lifelong learning.

The activity suggested in *Unit 11: Enabling Learning through Assessment (Level 4)*, is also suitable for Level 5 learners. Learners work in four groups: each group covers one of the key set of skills for language, literacy, numeracy and ICT. Each group produces one activity for a skills session and one activity for a knowledge session for their designated minimum core element. Each group should share their two activities with all the other groups. This could be in the form of a group presentation or through a market-stall arrangement. It could then be used as the basis for the assessment activity.

Learning outcome 5

Learners undertake an individual reflective activity to the effectiveness of their own assessment practice, strengths and areas for improvement. The results of their reflection are used to prepare individual seminars during which they present their findings to their peers. This activity should be based on work undertaken in other learning activities and should draw on practical evidence from the teaching practice portfolio, as well as underpinning theory and principles.

Learners participate in peer teaching as a part of continuing personal and professional development. This enables them to share good practice and constitutes taking up professional development opportunities to improve own assessment practice.

As elsewhere, learners should be involved in the negotiation of methods and approaches used, so that they may actively engage in their progress through the unit content, defining and creating their own opportunities for learning. Wherever possible, the unit content should be related to learners' own teaching situations and experiences. They should be encouraged to evaluate their own courses and assess their past and current practice, identifying areas of strength and development needs.

Assessment

Assessment of this unit should be linked to work already undertaken. Teaching practice will also generate a range of evidence that can be used to address most of the assessment criteria for this unit. This unit should be viewed in conjunction with the other core units as an opportunity for holistic assessment.

Assessment activities

Suggested assessment activities that cover the assessment criteria are given below.

These are for guidance only and it is recommended that centres either adapt Edexcel assignments to meet local needs and resources or write their own assignments. In the latter case there should be evidence in the course file that assignments have been internally reviewed and moderated. Each assignment brief should include reference to sources or types of appropriate evidence, as well as any specific guidance to support learners in generating appropriate evidence.

Assessment criteria 1.1 and 2.3

Based on one assessment scheme from the teaching practice portfolio, learners research a range of theories and principles of formal and informal assessment that are demonstrated in the design of the scheme. In order to analyse the relationship between assessment and inclusive learning, each learner needs to produce a detailed written report, supported with evidence from at least three examples of assessment improving learning. For each of the three examples, learners should include a sample assessment from one student. The sample assessments should help justify the design of the formal and informal assessment methods and instruments employed in specialist areas. Their impact in enabling learning and progression for different students should also be clear.

Assessment evidence

Written report, samples of students' work, background research.

Assessment criteria 2.1, 2.2, 3.1–3.6 and 4.2

Based on the requirement for 100 hours of teaching practice and a minimum of one observation record relating specifically to the use of assessment to promote learning, learners should include in their portfolio:

- at least one assessment scheme to meet specific learning objectives in their specialist area
- a range of examples of formal and informal assessment methods and instruments that are fair, valid, reliable, sufficient and meet the needs of all students
- at least one observation report which includes having created an environment for assessment that maximises students' opportunities for success for a minimum of *two* students with contrasting assessment needs
- examples (from at least one assessment scheme) of a range of methods and instruments to enable learning and progression for all students, with examples of students' work
- examples of the use of appropriate minimum core elements in teaching, learning and assessment in own specialist area during at least one observed session
- a record of learner progress and achievement in accordance with internal processes and external requirements for a minimum of two contrasting students
- evidence of giving constructive feedback to students on their progress and achievement during a minimum of one observed session

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- evidence of negotiating future learning targets with a minimum of two students through at least one observed session and one written example
- at least one individual and one group report (as appropriate) on student progress and achievement in accordance with internal processes and external requirements. (If group reports are not normally produced, replace these with an additional individual report.)

Assessment evidence

Teaching practice portfolio: scheme of work, assessment scheme and session plans covering required number of teaching practice hours, examples of assessment activities, teaching practice observation reports, learner evaluation feedback.

Key assessment documentation for example awarding organisation standards, assessment criteria or performance criteria, examples of standardised work, feedback pro forma, records of formal/informal assessment according to organisation and/or awarding body requirements, evidence of the use of assessment records to inform/develop practice individually and through negotiation within teaching team.

Assessment criterion 4.1

As a reflective journal entry, learners analyse ways in which elements of the minimum core can be demonstrated in their own teaching, learning and assessment in their specialist area. This activity could be based on an examination of what was on offer from the various minimum core 'market stalls'. Reference may also be made to *Unit 5: Assessing Learners in Lifelong Learning (Level 4)*, *Unit 9: Delivering Lifelong Learning (Level 4), Unit 18: Planning to Meet the Needs of Learners (Level 4)* and *Unit 29: Using Resources for Lifelong Learning (Level 4)*, and where there has already been the requirement to review the minimum core.

Assessment evidence

Reflective practice, individual learning plan/personal development record and the analysis of own practice.

Assessment criteria 5.1, 5.2 and 5.3

Each learner should analyse the effectiveness of their own assessment practice in order to identify and share their own strengths and areas for improvement in their specialist area. This could be shared with their peers as individual seminars lasting about 30 minutes each. Preparation for the seminar should be based on work undertaken in other learning activities; drawing on practical evidence from the teaching practice portfolio as well as underpinning theory and principles. This peer teaching through seminars could count towards learners' continuing personal and professional development. This will help them to share good practice and to take up professional development opportunities to improve own assessment practice. Learners should conclude their report with issues raised by their peers that can be related to their own practice.

Assessment evidence

Seminar materials, evidence from research undertaken in other assessment activities for this unit, reflective practice, individual learning plan/personal development record, self-evaluation and the analysis of own practice, observation record, peer evaluation and feedback, record and review of continuing personal and professional development, action plans for further development, tutorial records.

Indicative resource materials

Textbooks

Gravells A and Simpson S – *Planning and Enabling Learning in the Lifelong Learning Sector* (Learning Matters, 2008) ISBN 9781844451708

Henebury C – *The Assessment of Prior Learning and Learner Services* (Further Education Unit, 1992) ISBN 9781853382420

Morgan C and O'Reilly M – *Assessing Open and Distance Learners* (Routledge, 1999) ISBN 9780749428785

Murphy P – *Learners, Learning and Assessment* (Chapman Publishing, 1998) ISBN 9781853964244

Wolf A – *Assessment Issues and Problems in a Criterion-based System* (Further Education Unit, 1993) ISBN 9781853382970

Wolf A – *Competence-Based Assessment (Assessing Assessment)* (Open University Press, 1995) ISBN 9780335190232

Journals and periodicals

British Educational Research Journal

Teaching Today

Times Educational Supplement – FE Focus

Times Higher Education

Websites

www.aoc.co.uk	Association of Colleges
www.businessballs.com	Businessballs: free ideas, materials, exercises, tools, templates
www.direct.gov.uk/en/index.htm	Skills for Life information
www.education.gov.uk	Department for Education
www.geoffpetty.com	Geoff Petty online teaching and learning resources
www.infed.org/biblio/b-learn.htm	Infed: learning theory
www.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
www.ofqual.gov.uk	Ofqual (Office of Qualifications and Examinations Regulation)
www.ofsted.gov.uk	Ofsted (Office for Standards in Education, Children's Services and Skills). Provides links to reports and official publications

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Unit 13: Facilitate Learning and Development in Groups

Unit reference number:	**F/502/9548**
QCF level:	**3**
Unit type:	**Competence**
Credit value:	**6**
Guided learning hours:	**25**

Unit aim

The aim of this unit is 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 plays, simulations or 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 and 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 may be gathered by: questioning, discussion, witness testimony and looking at practitioner statements.

There is no requirement for this unit to be assessed separately. Assessors should 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 in this unit. 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 principles and practices of learning and development in groups	1.1	Explain purposes of group learning and development	□ Economies, eg cost, multi-use of learning materials, common programme; student benefits, eg 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	□ Theories, eg Tuckman's model, Belbin's team roles; group formation and dynamics, eg dependence on trainer, contribution frequency and pattern, group hierarchy, group size, inclusion, control, affection, interaction between members, individual dominance, shared ownership. □ Impact on delivery, eg role of the practitioner such as encouraging student participation, supporting student's learning, adjusting group dynamic, role of the student, eg own participation, supporting others, self- and group assessment.

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Learning outcomes		Assessment criteria		Unit amplification
		1.3	Evaluate methods for facilitating learning and development to meet the needs of groups	□ Method evaluation, eg small- or large- group activities, discussion, skills practice, role play, case studies, teamwork. □ Capability to meet group needs, eg group size, mix of skills and experience, willingness to take on new ideas. □ Considerations, eg creating a positive learning environment, establishing shared purpose and goals, common boundaries, valuing of member contributions.
		1.4	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups	□ Environment, eg health and safety, risk assessment; safeguarding, eg application of legislation, organisational policy. □ Group context, eg 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	□ Barriers, eg previous experience, specific learning needs, underpinning knowledge, threat, fear of change, lack of differentiation, conflict between group members, physical environment, access needs. □ Motivation, eg Maslow's Theory of Basic Needs, Herzberg's Motivational Theory.
		1.6	Explain how to monitor individual learner progress within group learning and development activities	□ Techniques, eg 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.

Learning outcomes		Assessment criteria		Unit amplification
		1.7	Explain how to adapt delivery based on feedback from learners in groups	□ Methods to capture feedback, eg own observations, student feedback, session evaluations, evaluation of effect on work performance; adaptation considerations, eg learning requirements, student ownership of changes, cost-benefit analysis, expertise, time, implementation of appropriate change.
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	□ Trainer facilitation, eg management of small- and large- group activities, discussion, skills practice, role play, case studies, simulations; trainer role, eg 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, eg 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	□ Activities, eg discussion, skills practice, role play, case studies, simulations. □ Managing group learning, eg 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, eg collaborative working, accepting roles in group activities, peer assessment and teaching, peer mentoring, group forum, positive feedback to peers.

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Learning outcomes		Assessment criteria		Unit amplification
		2.3	Manage risks to group and individual learning and development	□ Environment, eg health and safety, risk assessment, appropriate to group size and needs. □ Safeguarding, eg equality, diversity and discrimination, identifying and responding to inappropriate behaviours, taking action to remove or minimise impact, empowerment of students.
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	□ Opportunities, eg practical exercise, case studies, simulations, role play, identifying application and transfer in real work, use of reflective accounts. □ Support required from others, eg practitioner, group members, manager, mentor, colleagues, and specialist.
		3.2	Provide feedback to improve the application of learning	□ Group, eg 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	□ Identification of opportunities for student self-evaluation □ Student self-monitoring, eg 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.

Learning outcomes		Assessment criteria		Unit amplification
		4.2	Review individual responses to learning and development in groups	□ Practitioner role, eg listening, communication tone, content, student questioning, response to student requests. □ Recording, eg 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	□ Review of learning, eg individual, group. □ Action planning, eg further learning requirements, new learning, opportunities for learning transfer, opportunities for mastery of skills, support of others required, eg practitioner, line manager, mentor, colleagues, HR.

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Unit 14: Facilitate Learning and Development for Individuals

Unit reference number:	**J/502/9549**
QCF level:	**3**
Unit type:	**Competence**
Credit value:	**6**
Guided learning hours:	**25**

Unit aim

The aim of this unit is to assess the learning and development practitioner's understanding of 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 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 may be gathered by: questioning, discussion, witness testimony and looking at practitioner statements.

There is no requirement for this unit to be assessed separately. Edexcel 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 principles and practices of one-to-one learning and development	1.1	Explain purposes of one-to-one learning and development	□ Individualised learning, eg 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, eg coach, mentor, learner.
		1.2	Explain factors to be considered when facilitating learning and development to meet individual needs	□ Identification of individual needs, eg initial assessment, LNA/TNA (learning or training needs analysis), recognising previous learning. □ Access, eg location, timing, resource; personalisation of learning, eg learning styles, student motivation, barriers, facilities, equipment, learning materials.
		1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals	□ Skills development, eg demonstration, coaching, discussion, skills practice; imparting knowledge and understanding, eg case study, simulation, project, e-learning. □ Changing attitudes, eg tutorial, discussion, research; location, eg workplace, off the job, online.
		1.4	Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development	□ Types of risk, eg physical, chemical, biological; trainer management, eg risk assessment, enforcement of health and safety, risk management, safeguarding. □ Identifying sources of potential stress, eg physical, emotional, agreement of acceptable behaviour with students, positive use of authority.

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Learning outcomes		Assessment criteria		Unit amplification
		1.5	Explain how to overcome individual barriers to learning	□ Managing strategies, eg 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, eg Maslow's Theory of Basic Needs, Herzberg's Motivational Theory.
		1.6	Explain how to monitor individual learner progress	□ Formative techniques, eg observation of performance, completion of tasks, self-assessment, practitioner questioning, short test, achievement of learning requirements, accreditation achievement. □ Assessment, eg initial, interim, summative; practitioner interventions, eg recognition of progress, recording, rectification of errors, stimulating new considerations.
		1.7	Explain how to adapt delivery to meet individual learner needs	□ Adaptations, eg 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, eg equipment adjustments, materials, online, content level, language; adaptation limitation factors, eg 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	□ Strategies, eg 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, eg explanation, demonstration, coaching, discussion, skills practice, case study, simulation, project, access to other experts; location, eg workplace, off the job, online.
		2.2	Implement activities to meet learning and/or development objectives	□ Types, eg 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	□ Identifying responsibilities, eg student, trainer, organisation, work provider. □ Application of legislation requirements, eg health and safety, employment regulations, environmental hazards, equipment risks, hazardous materials. □ Safeguarding, eg 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	□ Skills, eg real work, work experience, workshadowing, training activity, simulation; knowledge and understanding, eg case study, project, online research. □ Attitudes, eg discussion, group forum, research. □ Involvement of others, eg specialist practitioner, employer, workplace assessor, line manager, colleagues.

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Learning outcomes		Assessment criteria		Unit amplification
		3.2	Explain benefits to individuals of applying new knowledge and skills	□ Learning transfer, eg to real work situations, mastery of work tasks. □ Personal, eg autonomy, confidence, achievement.
4	Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals	□ Empowerment, eg recognising own achievement, identification of further learning needs or progression, assessment of future requirements. □ Involving techniques, eg 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, eg formative and summative assessment feedback, reports.
		4.2	Review individual responses to one to one learning and/or development	□ Practitioner strategies, eg listening, observation of student, discussion, questioning, supporting student self-evaluation. □ Review, eg 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	□ Feedback characteristics, eg supportive and constructive, ie feedback sandwich (praise, criticism, praise), directed to intended outcomes, relevant to student, valid, specific to activities undertaken, owned by the student; empowering student, eg recognising achievements, fault rectification requirements, identification of further learning needs or progression, assessment of future requirements, questioning, assessment tools, support requirements.

Unit 15: Identify Individual Learning and Development Needs

Unit reference number: K/502/9544

QCF level: 3

Unit type: Competence

Credit value: 3

Guided learning hours: 24

Unit aim

The aim of this unit is to assess a learning and development practitioner's understanding of, and competence in, carrying out a learning or training needs analysis for an individual.

Assessment requirements

This unit assesses occupational competence and requires learners to undertake practice with individual students in a work environment.

Evidence for learning outcomes 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

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

Supplementary evidence may be gathered by questioning, discussion, use of witness testimony and looking at practitioner statements.

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to 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.

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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 practices of learning needs analysis for individuals	1.1	Explain the principles and practices of learning needs analysis for individuals	□ Analysis of need, eg current, future; types of analysis, eg functional, job, task, use of national occupational standards; identification of need, eg knowledge, behaviours, skills, occupational or professional requirements, new skills, maintenance of performance, continuous personal and professional development, future capability, target setting, prioritising, short-, medium- or long- term goals.
		1.2	Analyse the factors that influence individual learning needs, preferences and styles	□ Needs, eg new skills, knowledge or understanding, new technology, change in work practice, legislation, occupational and professional requirements. □ Preferences: timing, location, workload, accessibility, opportunities for naturally occurring evidence. □ Individual needs, eg disabilities, previous learning experiences, learning style, specific learning difficulties, age, gender.
		1.3	Compare methods used to assess individual learning needs	□ Methods, eg initial assessment, recognising prior learning, skills matrix, competency assessment, manual skills analysis, critical incident technique, job learning analysis, assessment centres, appraisal, interviewing questioning and listening, self-assessment, 360° feedback, feedback from others.

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Learning outcomes		Assessment criteria		Unit amplification
2	Be able to conduct learning needs analysis for individuals	2.1	Agree the purpose, aims and methodology of the learning needs analysis with individuals	□ Individual, eg determining needs, occupational or professional requirements, self-assessment, current level of skills, knowledge and understanding, prior learning or experience, agreeing targets, negotiating timing and location of learning, agreeing intended outcomes, negotiating methods to suit preferred learning styles.
		2.2	Apply learning needs analysis methodology to assess the individual's current level of achievement and potential	□ Achievements, eg Recognition of Prior Learning (RPL), current achievement, occupational or professional needs; potential, eg career enhancement, personal development, professional development. □ Logging and tracking assessment, eg competency, skills, critical incident technique, job learning analysis, observation, individual record of achievement, completion of action plans, setting new targets.
		2.3	Analyse learning needs and communicate to the learner	□ Ways to communicate, eg one-to-one feedback, question and answer, professional discussion, written feedback, self-assessment, student feedback, peer assessment feedback. □ Communication with, eg individual, trainer, employer – only as appropriate; findings, eg strengths, areas for further development; directed, eg specific, factual, non-judgemental, focused.

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Learning outcomes		Assessment criteria		Unit amplification
3	Be able to agree individual learning and development needs	3.1	Agree and prioritise individual learning and development needs	□ Individual needs, eg areas for development, opportunities for further training, areas for additional research, referral, identifying and negotiating new targets, prioritising new goals and timescale; recording agreement, eg notes, action plan, training plan; dissemination of findings as agreed, eg individual, trainer, line management, HR, others.
		3.2	Advise individuals about learning and development options to meet: • learner priorities • learning preferences • learning styles.	□ Progression opportunities, eg new learning, alternative routes towards new skills, knowledge or understanding, strategies to suit learning style preference, choice of options for on job training, off job training, self-directed learning, planned experience, work shadowing, coaching, interactive computer-based learning, course attendance; factors affecting options available, eg acceptability, location, access, internal and external resource availability, cost.

Unit 16: Manage Learning and Development in Groups

Unit reference number: A/502/9550

QCF level: 4

Unit type: Competence

Credit value: 6

Guided learning hours: 30

Unit aim

The aim of this unit is to assess a learning and development practitioner's management of learning and development in groups. The learning and development practitioner is expected to understand the use of a variety of management methods, for example motivational strategies, behaviour management and provision of advice, as well as deliver strategies to facilitate learning. They are also expected to involve students within groups in the learning and development process.

Assessment requirements

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

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

There is no requirement for this unit to be assessed separately. Assessors should, 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 in this unit. 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.

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

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony) and looking at practitioner statements.

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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 practices of managing learning and development in groups	1.1	Analyse the characteristics of group environments that foster learning and development	□ Physical environments, eg employer site, off site, specialist workshop, outdoor activity centre, classroom; group characteristics, eg size, composition, level, experience, occupational or professional group, goals or agendas, personalities, preferred learning styles.
		1.2	Evaluate strategies to manage group behaviour and dynamics	□ Theories, eg Tuckman's forming, storming, norming and performing model, Belbin's team roles, Evans and Dion's cohesive groups, Irving Janis's groupthink, E Berne's transactional analysis. □ Practitioner strategies, eg balance of learning style accommodation, goal setting, use of group activities to promote experiential learning, identifying optimal group size for activity, inclusive learning experiences, mixing skills and abilities.
		1.3	Evaluate management techniques which facilitate the delivery of learning and development in groups	□ Monitoring group dynamics, eg analysis of behaviour, contribution frequency, pattern of contribution, directional contribution, hierarchy development. □ Practitioner management, eg learning style accommodation, goal setting, promoting experiential learning, creating optimal group size for activity, confronting conflict, supporting inclusion, control, mixing skills and abilities, shared or variety of experiences, opportunities for working with others, peer teaching, supportive, nurturing.

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Analyse ways to involve learners in the management of their own learning and development in groups	□ Encouraging self-management, eg individual and group behaviour contract setting, agreement of participation requirements, roles and responsibilities during activities, encouraging discussion and feedback, group forum, creating teams, self-assessment of learning, action planning, peer assessment and teaching.
		1.5	Analyse risks to be considered when managing learning and development in groups	□ Environmental risks, eg breakout group supervision, equipment, hazardous materials, physical demands of activity. □ Management of emotional wellbeing, eg safeguarding, conflict management and resolution, encouraging individual engagement, confidence building, accommodating varying levels of previous experience and skills, language skills.
		1.6	Explain how to manage barriers to individual learning in groups	□ Emotional needs, eg nurturing student self-confidence, challenging threats, valuing inputs, promoting appropriate beliefs, minimising risk of stress, exploring previous negative learning experiences to promote positive learning, challenging conflict with group member(s), addressing verbal abuse, varied learning styles and activity choices, appropriate use of authority, providing support and direction. □ Environmental management, eg temperature, humidity, furnishing comfort, hazards, taking action to resolve detrimental effect of environmental factors.

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Learning outcomes		Assessment criteria		Unit amplification
2	Be able to manage group learning and development environments	2.1	Facilitate communication, collaboration and learning between group members	□ Communication, eg verbal, non-verbal, presentation skills from both facilitator and group members, communication with and between group members, listening. □ Encouraging and supporting group collaboration, eg dealing with unresponsiveness, varying delivery style, identifying and resolving factors affecting participation opportunities for small and large group activities; theories, eg Evans and Dion's cohesive groups, Irving Janis's groupthink, E Berne's transactional analysis.
		2.2	Use motivational methods to engage the group and its individual members in the learning and development process	□ Methods, eg positive feedback, rewarding group as well as individual achievements, encouraging enthusiasm, match of learning objectives to student expectations and needs, opportunities for team working, group debate or discussions, online forums, empathy, empowerment, valuing individual and group contributions, opportunities for groups to self-assess and manage own activities and roles, student target setting.
		2.3	Consult with group members to adapt their learning and development environments to improve their learning outcomes	□ Physical, eg health and safety, risk assessment and action to mitigate risk, applying organisational policy in the learning environment, group size, area layout, workplace safety. □ Group issues, eg mitigation of stress, implementing group behavioural agreement, rewarding group achievements, addressing equality and diversity issues promptly, positive use of authority, supporting group self-management.

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Manage the risks associated with group learning and development	□ Keeping records, eg individual student achievement, feedback to students, tracking and logging group assessment outcomes, achievement across a programme, achievement in the workplace, witness statements, observation reports, record of professional discussion.
3	Be able to apply methodologies to manage learning and development in groups	3.1	Involve learners in agreeing group learning and development objectives	□ Methods, eg pre-course questionnaire, introductions, group member expectations and requirements for the session, explanation of session learning objectives and coverage of group member requirements, discussion and agreement of changes to meet requirements, group and individual learning agreements, negotiating goals and timescales, agreed collaborative outcomes, liaising roles and responsibilities, agreeing appropriate assessment strategies and opportunities.
		3.2	Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group	□ Adaptation, eg varying learning style and approach, more or small- or whole- group activities, allocating roles within groups or allowing self-selection, use of peer teaching, use of e-learning or blended learning approaches, alternative context for learning, alternative learning environment, visits, external speakers.
		3.3	Manage group learning strategies and delivery methods to reflect changing requirements	□ Negotiating and agreeing adaptation, eg listening, questioning, providing individual advice. □ Adapting to changing requirements, eg timing, depth, breadth, range of styles, varying roles and responsibilities within group, varying learning activities, varying size of groups, increasing directed study, increased use of technology, identifying further learning requirements.

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Learning outcomes		Assessment criteria		Unit amplification
		3.4	Provide individual advice to learners to assist their decision-making about future learning needs	□ Identification of needs, eg monitoring of individual progress during group activities, individual discussion, self-analysis questionnaire. □ Individual advice, eg identification of further learning needs, potential sources of further advice and learning, referral to other learning professionals, referral to external agencies for vocational advice and guidance, target setting and action planning.
4	Be able to manage learning and development in groups to comply with legal and organisational requirements	4.1	Support learners' rights in relation to equality, diversity and inclusion	□ Legislative, eg legal and organisational policies and procedures, inclusive approaches, opportunities to address differentiation needs, physical access to courses, disability awareness, staff training for disabilities, awareness of mental health issues, collecting and responding to information on students' specific needs, health and safety, employee rights and responsibilities.
		4.2	Minimise risks to safety, health, wellbeing and security of learners	□ Safety, health, wellbeing and security, eg safeguarding of young students and vulnerable adults, implementing organisational policies and practice, risk assessment and adjustment, inclusive practice, employee training and development, enforcement of bullying and harassment policies, recognising special educational needs, referral for professional support needs.

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Manage confidentiality in relation to learners and the organisation	□ Legislative requirements, eg data protection, organisational requirements, awarding organisation requirements for secure storage. □ Recording sensitive information, eg employee development activity, specific individual needs, personal information, requirements for non-disclosure of information. □ Information to be shared only with those with a legitimate interest, eg employer, training practitioner, student, others; security of sensitive commercial information.
		4.4	Maintain learning and development records in accordance with organisational procedures	□ Records, eg individual student achievement, feedback to students, tracking and logging group assessment outcomes, achievement across a programme, achievement in the workplace, witness statements, observation reports, record of professional discussion.

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Unit 17: Planning to Meet the Needs of Learners

Unit reference number: T/503/4911

QCF level: 3

Unit type: Specialist

Credit value: 3

Guided learning hours: 15

Unit aim

The aim of this unit is to enable learners to agree individual learning goals with their students, to plan inclusive learning and teaching approaches in accordance with internal processes and external requirements and to evaluate their own practice in planning learning and teaching. The unit also covers expectations in relation to the minimum core in planning inclusive learning and teaching.

The unit allows learners to work from the first point of contact with students, through initial and diagnostic testing, to negotiate individual goals and meet curriculum requirements. Practical opportunities arising from teaching practice are utilised.

Learners are able to plan a scheme of work based on individual curriculum requirements and develop a number of session plans that include a range of learning and teaching methods. This provides the structure for the required observed teaching practice in *Unit 8: Delivering Lifelong Learning (Level 3)*. This unit also addresses the need to identify ways in which learning and teaching may be adapted to meet individual student needs.

This unit should be viewed in conjunction with *Unit 4: Assessing Learners in Lifelong Learning (Level 3)* and *Unit 28: Using Resources for Lifelong Learning (Level 3)* so all aspects of learning and teaching are considered holistically and planning is not seen in isolation from practice. This unit provides opportunities to review learning from *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)* and *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)* or the learning and development alternatives: *Unit 13: Facilitating Learning and Development in Groups (Level 3)* and *Unit 14: Facilitating Learning and Development for Individuals (Level 3)*.

Assessment requirements

The learning outcomes for this unit must be assessed in a teaching and learning environment. Simulation is not permitted. The practice required of learners can be with groups or individuals or with a combination of both. Observation of learners' practice can be formative and summative.

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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	Be able to agree individual learning goals with learners	1.1	Explain the role of initial and diagnostic assessment in agreeing individual learning goals	□ Initial, eg current levels of knowledge and understanding, existing skills, achievements. □ Diagnostic, eg student needs analysis, minimum core or support needs, preferred learning style; learning goals, eg contracts, target setting, action plans, individual learning plan.
		1.2	Use methods of initial and diagnostic assessment with learners	□ Initial, eg CV, application form, interview, SWOT analysis, questionnaire, practical exercises or tasks. □ Diagnostic, eg LNA/TNA (learning or training needs analysis), online assessments including language/literacy/numeracy/ICT, task or exercise, work placement assessment.
		1.3	Negotiate and record individual learning goals with learners	□ Negotiation, eg self-assessment, tutorial, discussion, recognising learning or skills gaps, agreeing support needs. □ Recording, eg ILP/IEP, action plans, paper-based or IT-based, institution's procedures for recording information, student ownership.
2	Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements	2.1	Devise a scheme of work which meets the needs of all learners and curriculum requirements	□ Curriculum requirements, eg awarding body, required standards, knowledge content, skills opportunities, sequencing of content, assessment timetable, evidence requirements; student requirements, eg learning styles, individual and group work, equality of access, reinforcing learning, study skills, time management, opportunity, variety.

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Learning outcomes		Assessment criteria		Unit amplification
		2.2	Devise session plans which meet the aims and needs of all learners	□ Structure, eg aims and objectives, subject knowledge and skills content, variety of learning and teaching activities, timing, linked assessment, opportunities for feedback, minimum core opportunities. □ Student needs, eg learning styles, opportunities to demonstrate and practise skills, planned reflection, individualised learning, flexible.
		2.3	Explain how the choice of teaching methods meets the needs of all learners	□ Methods, eg appropriate to student and subject, individual and collaborative learning, lectures, workshops, practical, research, project work, case studies, discussion, directed study. □ Learner needs, eg Kolb (activity, reflection, research, planning), Bloom (knowledge, attitude, skill), accessibility and flexibility through distance and online, resources based learning, adaptable to individual need.
		2.4	Identify ways in which session plans can be adapted to meet the individual needs of learners	□ Adapting, eg varying content, changing activities, varying learning styles, altering timings, additional resources. □ Individual needs, eg differentiation, individualised learning, individual support, 1:1 activities, practising skills, online learning materials, extended activities.
		2.5	Identify opportunities for learners to provide feedback to inform inclusive practice	□ Opportunities, eg formal review ongoing or session, informal student feedback, student representatives, student contributions to team meetings. □ Informing inclusive practice, eg informing session evaluation, course or team review, effectiveness in meeting student needs, identifying areas for improvement, support requirements, equality of opportunity issues.

Learning outcomes		Assessment criteria		Unit amplification
3	Understand expectations of the minimum core in relation to planning inclusive learning and teaching	3.1	Explain how minimum core elements can be demonstrated in planning inclusive learning and teaching	□ Learning, eg possible reasons for different rates of student progress, different factors affecting the acquisition of minimum core skills, implications for teaching. □ Teaching, eg addressing the need for the minimum core in enabling users to participate in the modern economy, barriers, multilingualism, opportunities to incorporate in planning using integrated approach or provide naturally occurring evidence.
		3.2	Apply elements of the minimum core in planning inclusive learning and teaching	□ Learning opportunities, eg group discussion, individual or group presentations, project work, research and data collection, data analysis. □ Teaching, eg opportunities for naturally occurring evidence, relevance, integrated, meaningful, linked to student needs, developing range of skills.
4	Be able to evaluate own practice in planning inclusive learning and teaching	4.1	Reflect on own practice in planning to meet the needs of learners	□ Evidence, eg self-assessment, evaluation procedures, feedback from students, appraisal feedback from team review or line manager □ Scheme of work, eg effectiveness, meeting timescale, content coverage, skills and knowledge requirements, assessment requirements □ Session planning, eg structure, timings, minimum core and assessment opportunities, student satisfaction and achievement
		4.2	Identify ways to improve own practice in planning to meet the needs of learners	□ Opportunities, eg mentoring, teamworking, internal verification at planning stage, work shadowing of planning role, realistic goals and targets for own development, updating technical expertise, exploring new modes of delivery and assessment, contributing to curriculum development, formal requirements for recording of continuing professional development

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Information for tutors

Delivery

The groundwork for this unit is already covered in *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)*, or the Learning and Development alternative units *Unit 13: Facilitate Learning and Development in Groups (Level 3)* and *Unit 14: Facilitate Learning and Development for Individuals (Level 3)*. Tutors can avoid duplication by building on what has been covered earlier.

In earlier units, learners will already have considered inclusive teaching and learning approaches, possibly using Kolb's learning cycle theory. It is important to reinforce the links to the same skills, knowledge and understanding that underpin all learning and teaching in lifelong learning. Learners can build on their knowledge of inclusive approaches to teaching and learning in considering other aspects of approaching teaching and learning.

As with other units in this qualification, learning occurs in two distinct contexts: through teaching in the learning environment and learning in the workplace. Learners can therefore draw on evidence from their own experience and contribute to the delivery of this unit. As there is a requirement for teaching practice in this qualification, it is anticipated that all learners be given opportunities to select learning and teaching approaches suited to different contexts and student needs. Individuals should, therefore, have the chance to provide their own case studies, as well as mini-presentations, in order to adopt a strongly student-centred approach to delivery. Instead of predominantly tutor-led sessions, learners will be able to draw on their own experiences, as well as on those of the more experienced practitioner. Learner responsibility is at the core of all the units in this qualification.

In promoting best practice, tutor delivery should focus on structuring schemes of work and session plans that avoid the narrative or scripted approach. By focusing on learning rather than teaching, learners have the opportunity to review different approaches. Learners should recognise that failing to reflect and plan appropriately can lead teachers to consistently adopt the same approach to teaching and be unreceptive to new, more appropriate approaches.

The tutor's role can be viewed primarily as a facilitator who exposes learners to a variety of planning, learning and teaching approaches in order to allow individual learners to identify and develop strategies that best meet the needs of their own curriculum, students and context. For this reason, wherever possible, the delivery of the unit should be related to learners' own teaching situations, students and experiences.

It is important to emphasise links with the current professional standards, discussing the issues raised by the unit content, both formally and informally. This will help learners to use assessment tools to evaluate their own performance as a teacher and identify opportunities for improvement.

Learning activities

The learning activities given below are provided as guidance for use with the suggested assessment activities. They demonstrate one way of planning the delivery and assessment of this unit. The range of learning activities for this unit includes tutor-led discussions, whole-group discussion and activities, individual learner activities, case study, session planning and teaching practice.

Tutors need to link their planning for this unit to the other units in the qualification to ensure an integrated or holistic approach.

Introduction to unit

At the beginning of delivery for this unit, time should be given to discussing the learning and assessment activities, the links between units, the use of teaching practice as part of the learning process and opportunities for using evidence from the workplace in assessment.

Learning outcome 1

Many people in a teaching or training role are not directly involved with initial assessment. A tutor presentation could be used to introduce and explain a range of initial assessment strategies and how they are is useful in session planning.

Learners are likely to be familiar with various forms of diagnostic assessment, such as learning needs analysis or training needs analysis, key skills or minimum core (as learners may well have had online diagnostic assessments for language/literacy/numeracy/ICT) and specialised testing. This is an opportunity for whole-group discussion on the role and methods used for diagnostic assessment in different contexts.

An individual initial assessment activity of preferred learning styles is particularly useful. Most centres currently have access to a version of a learning styles questionnaire, for example Honey and Mumford. The Visual Auditory Kinesthetic test or the Multiple Intelligence questionnaire could be used to establish preferred learning styles. Organisations tend to use particular versions of the test, so tutors might find it best to select whatever learners are most likely to be familiar with. In this way, learners can see the potential impact on their planning. This should be followed by tutor-led discussion to highlight the value of initial and diagnostic assessment to session planning.

Learning outcome 2

Whole-group review of approaches to planning for a micro-teaching session, to focus on tutor-led versus learner-led, individual or collaborative learning, skills or knowledge.

Tutor presentation to cover underlying principles, for example Kolb (activity, reflection, research, planning) and Bloom (knowledge, attitude, skill).

As Kolb's theory was used in suggested planning of the micro-teach, a small-group activity can be based around the Bloom model. In three small groups, learners plan a 10-minute session on the same subject (for example making a cup of tea, but the group can negotiate their own subject), selecting teaching methods for just one approach – one based on a theory session, one based on a skills session and one based on understanding/attitudes/values. (A simpler version can use skills and knowledge.) Each group presents to the other learners.

Peer presentations should be followed by whole-group discussion on how to use their learning in session planning. This could be followed by a tutor summary of the discussion.

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Learning outcomes 2 and 3

The clearest way to demonstrate the qualities of a scheme of work is through teaching by example and using the CTLLS programme as a case study for a scheme of work. This is particularly appropriate for a Level 3 context. If learners are given the awarding organisation's requirements (unit guidance or the LSIS Units of Assessment), a tutor presentation can be used to explain how the requirements are converted into a realistic programme that meets the requirements for content and timing. The presentation should also include reference to alternative, more flexible approaches that aid accessibility, for example distance or blended learning models.

Similarly, session plans can be based on an example of the CTLLS qualification session plans as a case study. The basic structure is usually adopted with:

- aims and objectives
- timings
- subject or technical knowledge and skills content
- variety of learning and teaching activities
- resources
- assessment opportunities (and minimum core)
- session evaluation.

Along with aims and objectives, most session plans also include a section identifying any special requirements of the group or individual students where the plan may need to be adapted.

Individual activities can be used to enable learners to compare examples from their own practice with examples provided for the session. This could be done in pair discussions, followed by small-group discussions and a nominated individual to feed back to the group the key findings. This should be followed by a tutor summary to highlight examples of good practice in selecting approaches to planning a scheme of work and sessions.

There should also be a tutor-led discussion to explore opportunities for incorporating minimum core in the planning of learning and teaching, following on from discussions on session planning.

Learning outcomes 1, 2, 3 and 4

Teaching practice: in observed teaching practice, learners demonstrate the use of appropriate methods of initial and diagnostic assessment with students, including negotiating and recording individual learning goals. Examples of work with students should be kept and presented in portfolios.

Learners produce a scheme of work to cover teaching practice (or equivalent to reflect specialist requirements). This scheme of work should indicate how it meets the needs of all their students, as well as curriculum requirements.

Learners produce session plans, including elements of the minimum core, which are observed as part of the requirements. In terms of good practice, it is desirable for learners to produce session plans to cover all of the teaching practice requirement where possible.

Learners review and evaluate their own practice and identify ways to improve when planning to meet the needs of students.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Assessment activities

The suggested assessment activities cover the assessment criteria. These are for guidance only and it is recommended that centres adapt Edexcel assessments to meet local needs and resources or write their own assignments.

At Level 3 it is appropriate to provide clear guidelines for what is required in terms of session evaluation or individual reflective activities. These guidelines could be provided with the aid of guided reflection where specific headings are given (linked to specific assessment criteria), plus word counts, to ensure adequate and relevant coverage.

Assessment criteria 1.2 and 1.3

As part of observed teaching practice, learners use outcomes from initial and diagnostic assessment to inform teaching.

Assessment evidence

Assessment records and observation records.

Assessment criterion 2.1

Learners produce a scheme of work to cover teaching practice (or equivalent to reflect specialist requirements) which meets all curriculum and student needs.

Assessment evidence

Teaching portfolio and scheme of work.

Assessment criteria 2.2 and 3.2

Learners produce a minimum of three session plans each of at least 1 hour, which include coverage of elements of the minimum core. If sessions are normally shorter than 1 hour, combine or arrange for an observed session.

Assessment evidence

Teaching portfolio and sessions plans

Assessment criteria 1.1, 1.3 and 2.3

Learners explain the role of initial and diagnostic assessment in agreeing individual learning goals when planning sessions. They also explain how the choice of teaching methods meets the needs of all students for the selected sessions.

Assessment evidence

Session evaluation/s, individual learning review, written reflection and professional discussion.

Assessment criteria 2.4 and 3.1

Learners explain ways in which session plans can be adapted to meet the individual needs of at least two contrasting students: one competent student and one lacking confidence, or requiring special consideration for example students with dyslexia or with English as a second language. An explanation of coverage of minimum core should also be included.

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Assessment evidence

Session plans.

Assessment criteria 2.5, 4.1 and 4.2

Using feedback from their students, as well as from their teaching practice observations and self-evaluation, learners reflect on the effectiveness of their own practice, identifying ways in which their own practice in planning meets the needs of their students. They also identify ways to improve practice.

Assessment evidence

Session evaluation, student feedback, individual learner record and professional discussion.

Indicative resource materials

Textbooks

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

Gravells A – *Preparing to Teach in the Lifelong Learning Sector* (Learning Matters, 2011) ISBN 9780857250537

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

Marshall B – *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

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

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.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
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 18: Planning to Meet the Needs of Learners

Unit reference number: A/503/4912

QCF level: 4

Unit type: Professional

Credit value: 3

Guided learning hours: 15

Unit aim

The aim of this unit is to enable learners to agree individual learning goals with their students, to plan inclusive learning and teaching approaches in accordance with internal processes and external requirements and to evaluate their own practice in planning learning and teaching. The unit also covers expectations in relation to the minimum core in planning inclusive learning and teaching.

In line with Level 4 requirements, this unit addresses issues underpinning the planning of learning and teaching from the first point of contact with students, through initial and diagnostic testing. Understanding the role of initial and diagnostic assessment will enable learners to actively negotiate and record individual goals. This, in turn, will enable their students to take increased responsibility for the learning process.

The unit gives learners the opportunity to use the results of initial assessment in planning a scheme of work based on internal processes and external requirements, as well as addressing individual student needs. Along with the requirements for observed learning and teaching sessions, the unit gives the learner the opportunity to develop a number of session plans to put into practice in *Unit 9: Delivering Lifelong Learning (Level 4)*.

Within all the units in this qualification is the need to evaluate practice and involve learners in the process in order to develop the best practice in teaching and learning and to create opportunities to incorporate minimum core requirements. This unit also addresses the need to identify ways in which learning and teaching may be adapted to meet individual student needs.

In considering all aspects of learning and teaching holistically, it is helpful to view this unit in conjunction with *Unit 5: Assessing Learners in Lifelong Learning (Level 4)*, *Unit 9: Delivering Lifelong Learning (Level 4)*, *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*, *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)* and *Unit 29: Using Resources for Lifelong Learning (Level 4)*. This unit also offers the opportunity for learners to review learning from the Learning and Development equivalent units: *Unit 13: Facilitate Learning and Development in Groups (Level 3)* and *Unit 14: Facilitate Learning and Development for Individuals (Level 3)*.

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Assessment requirements

The learning outcomes for this unit must be assessed in a teaching and learning environment. Simulation is not permitted. The practice required of learners can be with groups or individuals or a combination of both. Observation of learners' practice can be formative and summative.

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	Be able to agree individual learning goals with learners	1.1	Analyse the role of initial and diagnostic assessment in agreeing individual learning goals	□ Initial, eg information for course tutor, current levels of knowledge and understanding, existing skills, achievements, motivation, background. □ Diagnostic, eg LNA/TNA (learning or training needs analysis), practical skills, learning or skills gaps, basic skills/minimum core, individual support needs, preferred learning style, workplace requirements. □ Learning goals, eg requirements from learning programme, individual or group contracts, long- or short- term target setting, action plans, individual learning plan.
		1.2	Use methods of initial and diagnostic assessment with learners	□ Initial, eg CV, application form, interview, SWOT analysis, questionnaire, practical exercises or tasks. □ Diagnostic, eg knowledge or physical skills testing, LNA/TNA, online diagnostic assessments including language/literacy/numeracy/ICT, observation report, professional discussion.
		1.3	Negotiate and record individual learning goals with learners	□ Negotiation, eg self-assessment, tutorial, discussion, recognising learning or skills gaps, agreeing support needs, identifying need for referral as appropriate, liaising on behalf of student. □ Recording, eg ILP, action plans, paper-based or IT-based, institution's procedures for recording information, student ownership, sharing with interested parties.

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Learning outcomes		Assessment criteria		Unit amplification
2	Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements	2.1	Devise a scheme of work in accordance with internal processes and external requirements	□ Curriculum requirements, eg interpretation of awarding body, requirements of professional/vocational standards, knowledge content, skills opportunities, sequencing of content, assessment methods and schedule, evidence requirements, moderation and standardisation. □ Student requirements, eg learning styles, individual and groupwork, equality of access, reinforcing learning, opportunities for study skills, time management, interest and engagement, appropriate goals, variety, active learning.
		2.2	Devise session plans which meet the aims and needs of all learners and curriculum requirements	□ Structure, eg aims and objectives, subject knowledge and skills content, variety of learning and teaching activities, timing, sequencing, pacing, linked assessment, interactive, opportunities for minimum core, opportunities for feedback. □ Student needs, eg learning styles, experiential learning, experimental or active learning, student-centred learning, opportunities to demonstrate and practice skills, planned reflection, individualised learning, flexible.
		2.3	Reflect on how teaching methods meet the needs of all learners	□ Methods, eg appropriate to student and subject, individual and collaborative learning, lectures, team teaching, workshops, practical, research, project work, case studies, discussion, peer teaching, role play, games, directed study. □ Student needs, eg Kolb (activity, reflection, research, planning), Bloom (knowledge, attitude, skill), accessibility and flexibility through distance and online, resources based learning, fostering curiosity, encouraging independent learning, student-centred and experiential.

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Learning outcomes		Assessment criteria		Unit amplification
		2.4	Identify ways in which session plans can be adapted to meet the individual needs of learners	□ Curriculum requirements, eg interpretation of awarding body, requirements of professional/vocational standards, knowledge content, skills opportunities, sequencing of content, assessment methods and schedule, evidence requirements, moderation and standardisation. □ Student requirements, eg learning styles, individual and groupwork, equality of access, reinforcing learning, opportunities for study skills, time management, interest and engagement, appropriate goals, variety, active learning.
		2.5	Evaluate opportunities for learners to provide feedback to inform inclusive practice	□ Structure, eg aims and objectives, subject knowledge and skills content, variety of learning and teaching activities, timing, sequencing, pacing, linked assessment, interactive, opportunities for minimum core, opportunities for feedback. □ Student needs, eg learning styles, experiential learning, experimental or active learning, student-centred learning, opportunities to demonstrate and practice skills, planned reflection, individualised learning, flexible.
3	Understand expectations of the minimum core in relation to planning inclusive learning and teaching	3.1	Review ways in which elements of the minimum core can be demonstrated in planning inclusive learning and teaching	□ Methods, eg appropriate to student and subject, individual and collaborative learning, lectures, team teaching, workshops, practical, research, project work, case studies, discussion, peer teaching, role play, games, directed study. □ Student needs, eg Kolb (activity, reflection, research, planning), Bloom (knowledge, attitude, skill), accessibility and flexibility through distance and online, resources-based learning, fostering curiosity, encouraging independent learning, student-centred and experiential.

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Learning outcomes		Assessment criteria		Unit amplification
		3.2	Apply minimum core elements in planning inclusive learning and teaching	□ Learning opportunities, eg group discussion, individual or group presentations, locating and processing information and responding to others, note-taking, project work, research reading and online, data collection and analysis; teaching, eg improving learning, developing skills, opportunities for naturally occurring evidence, relevance, integrated, meaningful, linked to student needs.
4	Be able to evaluate own practice in planning inclusive learning and teaching	4.1	Review own practice in planning to meet the needs of learners	□ Evidence, eg self-assessment, formal evaluation procedures, feedback from students, appraisal feedback from team review or line manager, informal feedback from peers and students. □ Scheme of work, eg effectiveness in achieving goals, meeting timescale, content coverage, skills and knowledge requirements, assessment requirements. □ Session planning, eg structure, timings, resources, variety of learning and teaching approaches, integration of minimum core, appropriate assessment opportunities, student involvement, student satisfaction and achievement.
		4.2	Analyse ways to improve own practice in planning to meet the needs of learners	□ Opportunities, eg identifying opportunities for CPD, mentoring to support individual practice, team working to support development, internal verification at planning stage, workshadowing of planning role, awarding organisation training or updating of curriculum requirements, realistic goals and targets for own development, updating technical knowledge and expertise, exploring new modes of delivery and assessment, contributing to curriculum development.

Information for tutors

Delivery

Teaching practice gives learners opportunities to select learning and teaching approaches from a range of contexts, reflecting different curriculum or student needs. There are opportunities for individuals to provide individual case studies and mini-presentations to adopt a strongly student-centred approach to the delivery of this unit. Centres should note that for this level 4 unit, learners are required to review and analyse their choices and actions regarding their programmes and plans for teaching practice.

The groundwork for this unit will already have been done in *Unit 13: Facilitate Learning and Development in Groups (Level 3)* or *Unit 14: Facilitate Learning and Development for Individuals (Level 3)* and *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*. It is important to review and build on what has been covered in previous units to avoid duplication and over-teaching.

Through designing, delivering and evaluating the micro-teaching session, learners will be able to review the skills, knowledge and understanding that underpin learning and teaching and draw on their own experiences in lifelong learning through their teaching practice. This unit gives them the opportunity to compare the approach suggested for planning the micro-teach (Kolb's learning cycle) with alternative approaches such as Bloom's Taxonomy or Gardner's Multiple Intelligences. This can be linked with the initial or diagnostic testing normally used by centres. Learners can be actively involved in the testing and in interpreting the results in terms of the implications for planning a scheme of work and session planning.

It is essential that learners appreciate the significance of their own learning both through teaching in the classroom and learning in the workplace to bring evidence from their own experience and contribute to the delivery of this unit.

Instead of predominantly tutor-led sessions, where individuals are considered to be preparing to teach, the delivery of this unit should focus on learner-centred approaches. These should be based on individual research. Throughout delivery of the units in this qualification, learners will be developing skills, knowledge and understanding; as part of this process, when analysing approaches to teaching and learning, they should be provided with opportunities to draw on their own experiences and those of their peers, as well as those of the more experienced practitioner. As learner responsibility is at the core of all the units, tutors should use opportunities for teaching by example.

In promoting best practice, tutor delivery should focus on structuring schemes of work and session plans that avoid the narrative or scripted approach. By focusing on learning rather than teaching, learners have the opportunity to review different approaches. The tutor's role can be viewed primarily as a facilitator who exposes learners to a variety of planning learning and teaching approaches in order to allow individual learners to identify and develop strategies that best meet the needs of their own curriculum, students and context. For this reason, wherever possible, delivery of the unit should be related to learners' own teaching situations, students and experiences. To provide the required underpinning knowledge, learners should be actively challenged to question the validity of their approaches; this should help stimulate the additional research required at Level 4.

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Tutor delivery should help inform both individual practice and group learning by complementing the case studies or mini-presentations being considered by learners. It should also help in the delivery of underpinning principles to support, rather than lead, learner input.

It is important to emphasise how this unit links with current professional standards, learners should discuss the issues raised by the unit content both formally and informally. Learners should use assessment tools to help them evaluate own performance as a teacher, identifying opportunities for improvement.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate just one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit includes tutor-led presentations, whole-group activities and discussion, small-group activities, individual learner presentations and activities and teaching practice.

The relationship of the different units in this qualification should be highlighted to demonstrate the ways that assignments, activities and assessment evidence can work across units.

Introduction to unit

At the beginning of the unit, time should be given to discussing learning and assessment activities, including the distinction between the Level 3 and Level 4 requirements, links between units, the use of teaching practice as part of the learning process and the use of evidence from the workplace.

Learning outcome 1

Rather than the tutor presentation suggested for the Level 3 unit, at Level 4 it should be possible to draw on learners' experiences for the purposes of initial and diagnostic assessment. Review initial and diagnostic assessment approaches such as learning or training needs analysis (LNA/TNA), key skills or minimum core and specialised testing. This could be the basis of whole-group discussion on the role and methods used for initial and diagnostic assessment in different contexts.

Learners carry out an individual initial assessment activity based on what centres currently use as a learning styles questionnaire (for example such as Honey and Mumford, the VAK test or the Multiple Intelligences questionnaire) to compare the results from at least two different tests.

Following completion of the individual activity, whole-group discussion with tutor input could be used to highlight the value of initial and diagnostic assessment to session planning and identifying student needs.

Learning outcome 2

Each member of the group selects and prepares a presentation on one teaching method used with their students. Each individual explains underlying principles, for example Kolb (activity, reflection, research, planning) and/or Bloom (knowledge, attitude, skill), and how these have informed their choice of method. Each then provides at least one example or case study to demonstrate how the selected method has been adapted to meet a specific, individual learning need.

Whole-group review of presentations alongside approaches to planning for micro-teaching session with tutor-led versus learner-led, individual and collaborative learning, skills or knowledge. This should be followed by discussion to transfer learning to the value for use in session planning.

These two activities should then be summarised by the tutor, with the addition of any important aspects not covered by the group.

Learning outcomes 2 and 3

Tutors can demonstrate the qualities of a scheme of work through teaching by example, using the CTLLS programme as a case study for a scheme of work. Learners can be provided with the awarding organisation's requirements. The tutor presentation can be used to explain how the requirements are converted into a realistic programme that meets the requirements for content and timing. It should also include mention of alternative more flexible approaches that aid accessibility such as distance or blended learning models.

Similarly, session plans can be based on an example from the CTLLS programme session plans as a case study. The basic structure is usually adopted with:

- aims and objectives
- timings
- subject or technical knowledge and skills content
- variety of learning and teaching activities
- resources
- assessment opportunities (and minimum core)
- session evaluation.

Along with aims and objectives, most session plans include a section to identify any special requirements of the group or individuals where the plan may need to be adapted to highlight examples of good practice.

A small-group activity using the minimum core documents. Learners divide into four groups; each group prepares an activity (lasting no more than 10 minutes) that could be included in a session plan for one of the minimum core areas (one for language, one for literacy, one for numeracy and one for ICT). Tutors can provide an appropriate level of challenge by selecting a core area that the group has not already covered, for example numeracy, but care should be taken to ensure all areas are covered.

Groups should then be paired and the activity should be actively tested on the partners. Outcomes are fed back through small groups to the whole group.

This activity should be followed by tutor-led discussion exploring opportunities for incorporating minimum core into the planning of learning and teaching (following on from discussions on session planning).

Using appropriate minimum core documents (key skills/functional skills), individuals prepare an activity to include in one prepared session plan.

Learning outcomes 1, 2 and 3

In observed teaching practice, learners show use of the outcomes of appropriate methods of initial and diagnostic assessment with students, including negotiating and recording individual learning goals with students. Learners should provide examples of their work. These could be:

- a scheme of work to cover teaching practice (or equivalent to reflect specialist requirements) which meets the needs of all students and relevant curriculum requirements
- a minimum of three session plans, including elements of the minimum core, which are observed as part of the CTLLS programme requirements.

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Note: for the purposes of good practice, it is desirable for learners to produce session plans to cover all of the teaching practice where possible, although three is sufficient.

Learning outcome 4

In a reflective journal, learners evaluate their own practice in planning inclusive learning and teaching. In pairs they review their practice and analyse ways to improve it.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

At Level 4, learners need opportunities to demonstrate evidence at the appropriate level. Extended writing showing a range of research areas and Harvard Referencing should be used to support evidence from practical teaching activities. It is possible to use the personal development record approach to assessment and, with the addition of a single piece of extended writing, develop and demonstrate the level of understanding required for both the Level 3 and the Level 4 versions of this unit. As with all other units in the qualification at both Level 3 and Level 4, the practical elements are identical and assessment is common to both. The distinction between the levels is made in the extended writing.

It is important at Level 4 to ensure that learners have enough opportunities to demonstrate their ability to expand ideas and develop their understanding through undertaking sufficient background research. This relates particularly to the underpinning knowledge required to make initial and diagnostic assessment meaningful. Their research should also inform their understanding of the principles of inclusive learning, learning styles and how this informs the choice of teaching methods. This should link to the practical teaching activities.

Assessment activities

Below are some suggested assessment activities that cover the assessment criteria. This is for guidance only and it is recommended that centres either adapt Edexcel suggestions to meet local needs and resources or write their own assessments.

Assessment criteria 1.2 and 1.3

As part of observed teaching practice, learners show use of the outcomes of appropriate methods of initial and diagnostic assessment with students, including negotiating and recording individual learning goals with students.

Assessment evidence

Record of observation and assessment records.

Assessment criterion 2.1

Learners produce a scheme of work to cover teaching practice (or equivalent to reflect specialist requirements) which meets all student and curriculum requirements.

Assessment evidence

Teaching portfolio and scheme of work.

Assessment criteria 2.2 and 3.2:

Learners produce a minimum of three session plans, each of which lasts a minimum of 1 hour and includes elements of the minimum core. These are observed as part of the CTLLS requirements, and also identify opportunities for learners to provide feedback. (If sessions are normally shorter than an hour, combine or arrange for an observed session specifically to allow for this.)

Assessment evidence

Teaching portfolio and session plans.

Assessment criterion 3.1

Learners use feedback from students, as well as from teaching practice observations and self-evaluation, to evaluate each observed session. During observation feedback, learners explain how minimum core elements were covered in planning at least one of the sessions.

Assessment evidence

Session evaluation, student feedback, personal development record and record of professional discussion.

Assessment criteria 1.1, 2.3 and 2.4

Based on appropriate examples of initial and diagnostic assessment, learners use research to analyse the role of initial and diagnostic assessment in selecting teaching methods when planning sessions.

Learners explain how choices of teaching methods meet the needs of all students and help in negotiating individual learning goals.

Learners provide three case studies to show how session plans can be adapted to meet the individual needs of one competent student and one student lacking confidence, plus one requiring special consideration, for example a student with dyslexia or with English as a second language.

Assessment evidence

Written assignment.

Assessment criteria 2.5, 4.1 and 4.2

Using feedback from their students, as well as from their teaching practice observations and self-evaluation, learners reflect on the effectiveness of their own practice, identifying ways in which their planning meets the needs of their students. Learners also analyse ways in which they can improve their practice.

Assessment evidence

- Written assignment and action plan.

Indicative resource materials

Textbooks

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

Gravells A – *Preparing to Teach in the Lifelong Learning Sector* (Learning Matters, 2011) ISBN 9780857250537

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

Marshall B – *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

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

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.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
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 19: Principles of Assessment in Lifelong Learning

Unit reference number:	**Y/503/1239**
QCF level:	**3**
Unit type:	**Specialist**
Credit value:	**3**
Guided learning hours:	**12**

Unit aim

The aim of this unit is to enable learners to understand the types and methods of assessment used in lifelong learning, ways to involve students in the assessment process and the requirement to keep assessment records.

Using relevant principles, learners will select appropriate approaches to assessment that meet their students' needs and also meet any formal assessment requirements. This encourages the practice of assessment as an integral part of the learning process.

The unit highlights ways to actively involve students in the assessment process, recognising the role of self- and peer assessment to encourage the sharing of responsibility for assessment with students.

There is a focus on the need for assessment to be recorded, both formally and informally, in a way that is helpful to students, the assessor and the organisation. Assessment records provide a measure of students' achievements, and should support learning. They may also be needed for the quality assurance processes of the organisation.

This unit links with the following units: *Unit 21: Roles, Responsibilities and Relationships in Lifelong Learning (Level 3)*, *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)* and *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*.

Assessment requirements

There is no requirement for practice for this unit.

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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 types and methods of assessment used in lifelong learning	1.1	Explain the types of assessment used in lifelong learning	□ Type or purpose, eg internal or external outcome, initial, diagnostic, formative, summative, short- or long-term goals, norm or criterion referenced, individual or collaborative, skills, knowledge or understanding.
		1.2	Explain the use of methods of assessment in lifelong learning	□ Methods, eg examination, assignment, project-based, practical, portfolio, self-assessment, reflection. □ Approaches, eg written, verbal, witness statement, professional discussion, online.
		1.3	Compare the strengths and limitations of assessment methods to meet individual learner needs	□ Purpose, eg internally or externally set and marked; standardisation and reliability at different levels, eg between students, across organisation, locally, nationally, appropriate to student or to subject, flexibility to meet individual student needs.
2	Understand ways to involve learners in the assessment process	2.1	Explain ways to involve the learner in the assessment process	□ Engagement, eg recognised prior learning, individual learning plan, self-assessment, individual discussion, negotiation, setting goals. □ Assessment activities, eg assignments, Self Assessment Review (SAR) , pairing or grouping individuals.
		2.2	Explain the role of peer- and self-assessment in the assessment process	□ Role, eg individual responsibility, ownership, assessment for and with student not of student, sharing learning and assessment outcomes, reflection, recognising own strengths and needs, setting and owning goals.

Learning outcomes		Assessment criteria		Unit amplification
3	Understand requirements for keeping records of assessment in lifelong learning	3.1	Explain the need for keeping records of assessment of learning	□ Reasons, eg learner's own progress, tutor's individual and group records of achievement, course review, organisation audit, reporting, employer requirements, quality assurance.
		3.2	Summarise the requirements for keeping records of assessment in an organisation	□ Internal, eg course or team reporting, performance indicators, verification and quality assurance, organisation reporting. □ External, eg awarding organisation, inspection or league tables, professional bodies, funding.

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Information for tutors

Delivery

It is recommended that a variety of delivery methods be used in this unit, for example tutor presentations and individual and group activities. It is important to recognise that this unit is an opportunity for teaching by example. Tutors could build in opportunities, through mini-presentations, for learners to compare and contrast their own working practices and contexts with others in the group.

Wherever possible, the selected teaching and learning methods should draw on material from learners' personal and professional experience. This will help learners to develop reflective practices and recognise the transferability of skills and knowledge required in the learning environment. They will need these skills and knowledge if they are to succeed in an environment that is changing, dynamic and which reinforces the principles of good practice. It is important not to over-teach this unit but to focus on learner-centred approaches wherever possible.

Learners should be actively involved in their own learning and encouraged to draw on material from relevant experiences to use in classes and in their assignments. Through working in peer groups and sharing their experiences, learners can develop relevant case studies and problem-solving and interpersonal skills and learn to transfer them to their students.

It is essential for learners to be able to make the links between the understanding of assessment required in this unit and the practical unit, *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit include tutor-led discussions and presentations and small-group and individual activities.

Introduction to unit

At the beginning of the unit there could be a short introduction, discussing learning and assessment activities, the links between units and the use of evidence.

Learning outcome 1

Tutor presentations could be used to provide underpinning knowledge samples of the range of assessment types from various contexts.

A small-group activity could be use to evaluate strengths and weaknesses of different approaches to assessment, based on specific, identified student needs — this can be based on contexts supplied by members of the group or, if learners lack relevant experience, specific tasks may be set, for example criterion versus norm referencing, formative versus summative, initial or diagnostic. This should be followed by feedback to the group.

Learning outcome 2

Based on the learning cycle – Activity, Review, Theory and Apply (Plan), small-group activities could be used to produce one assessment activity based on self-assessment and one assessment activity based on peer assessment. Whole-group activity to exchange assessment activities and undertake peer assessment and provide constructive feedback to each of the small groups.

Learning outcome 3

Tutor presentation to cover the mechanics of record keeping. Learners from different contexts may have specific knowledge but lack breadth of understanding, especially in justifying the requirement for record keeping.

Individual research activities to clarify specific requirements of external bodies or organisations, with learners producing individual reports to summarise for group.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

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 effectively receive and respond to feedback and summative criterion-referenced task/s.

Assessment activities

Suggested assessment activities are given below that cover the assessment criteria. These are for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria 1.1, 1.2 and 1.3

Learners reflect on types of assessment. Small-group activities and whole-group discussions could focus on methods of assessment and strengths and weaknesses.

Assessment evidence

Personal development record.

Assessment criteria 2.1 and 2.2

Learners participate in a small-group activity on peer-and self-assessment, followed by a whole-group activity for peer assessment.

Assessment evidence

Personal development record.

Assessment criteria 3.1 and 3.2

Tutor presentations could inform individual research on records of assessment and organisational requirements.

Assessment evidence

Personal development record, organisation policies and procedures.

Indicative resource materials

Textbooks

Armitage A et al — *Teaching and Training in Lifelong Learning, 4th Edition* (Open University Press, 2012) ISBN 9780335246281

Armitage A et al — *Teaching and Training in Post-Compulsory Education, 3rd Edition* (Open University Press, 2007) ISBN 9780335222674

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Gravells A — *Preparing to Teach in the Lifelong Learning Sector* (Learning Matters, 2011) ISBN 9780857250537

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

Marshall B — Pr*eparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

Petty G — *Teaching Today: A Practical Guide, 4th Edition* (Nelson Thornes, 2009) ISBN 9780748785254 (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

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

Journal

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.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
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 20: Principles of Assessment in Lifelong Learning

Unit reference number:	**R/503/1241**
QCF level:	**4**
Unit type:	**Professional**
Credit value:	**3**
Guided learning hours:	**12**

Unit aim

The aim of this unit is to enable learners to understand how the types and methods of assessment are used in lifelong learning. This unit also aims to involve students in the assessment process and give them knowledge of the requirement to keep assessment records.

Learners will examine and analyse types and methods of assessment in lifelong learning. Using appropriate principles, learners will need to select and evaluate a range of different approaches to assessment that meet student needs and contexts.

The unit gives learners an opportunity to evaluate the basic principles behind assessment approaches that actively involve students in the assessment process, both individually and with peers. Learners will analyse the role of self- and peer assessment in the assessment process.

This unit requires learners to explain the need for keeping records of assessment, both formally and informally, in a way that is helpful to the student, the assessor and the organisation. As well as supporting learning assessment, learners needs to recognise that records are part of the quality assurance of the organisation.

This unit has strong links with the following units: *Unit 22: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)*, *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)* and *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*.

Assessment requirements

There is no requirement for practice for this unit.

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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 how types and methods of assessment are used in lifelong learning	1.1	Analyse how types of assessment are used in lifelong learning	□ Formal types, eg initial, diagnostic, formative, summative, norm or criterion referenced, knowledge and understanding or skills, electronic (e-learning assessment). □ Informal types, eg learning checks, performance indicators, discussion, tutorial, medal and mission.
		1.2	Analyse how assessment methods are used in lifelong learning	□ Formal, eg examination, assignment, project, practical, skills test, portfolio, performance or assessment criteria, online testing. □ Methods, eg essay, short-answer, multiple choice, verbal questioning, observation of practice, learner record, witness statement, professional discussion, online, video or audio recording.
		1.3	Evaluate strengths and limitations of assessment methods to meet individual learner needs	□ Purpose, eg internally or externally set and marked, clarity of outcomes, specific, appropriate to student and subject, student involvement, flexibility to needs. □ Standardisation and reliability at different levels, eg across organisation, locally, nationally; appropriate to student or to subject.

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Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to involve learners in the assessment process	2.1	Evaluate how to involve the learner in the assessment process	□ Engagement, eg RPL (Recognition of Prior Learning), ILP (individual learning plan), 1:1 tutorial, group activity, use of appropriate timing and context. □ Active, eg self- and peer assessment, discussion, negotiation, student feedback on assessment decisions, individual responsibility and ownership, personal goal setting, realistic action planning.
		2.2	Analyse the role of peer and self-assessment in the assessment process	□ Principles, eg skills required by student, support from assessor, secure context, minimising threat, promoting student confidence. □ Assessment activities, eg collaborative assignments or projects, 1:1 formative on-task, random or determined pairing or grouping individuals, SAR (Self Assessment Review).
3	Understand requirements for keeping records of assessment in lifelong learning	3.1	Explain the need to keep records of assessment of learning	□ Formal, eg progress check, value-added performance, diagnostic, record of achievement, organisation audit, reporting, employer requirements; informative, eg student's own progress, tutor's individual and group records of achievement, course review,
		3.2	Summarise requirements for keeping records of assessment in an organisation	□ Record destination, eg student records, security, reporting to parents or employers, external bodies, inspection or league tables, internal verification and quality assurance, organisation reporting and funding, tutor or team information, student needs, support needs.

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Information for tutors

Delivery

The teaching and learning methods used in relation to assessment strategies should draw on material from learners' own personal or professional experience wherever possible. Learners should be encouraged to use their understanding of different types and methods of assessment to provide materials for use in class and in assignments.

Material from learners' relevant experiences should be supported by references to appropriate theory. Through working with groups of their peers, learners will have the opportunity to explore different approaches to assessment. This could then be used in their own teaching and assessment planning. It is important at this stage of the qualification delivery to focus on learner-centred approaches wherever possible. This unit gives learners the opportunity for peer teaching using a presentation or micro-teaching format.

Delivery should include opportunities for learners to use individual research in developing underpinning theory and principles that meet the Level 4 requirements of the unit.

This knowledge-based unit is designed to be delivered alongside the practical unit, *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*. Delivery should, therefore, be divided between formal delivery and directed assessment activities.

The key difference between this unit and the Level 3 unit with the same title is a greater emphasis on the range and depth of theoretical principles. It is, therefore, important that tutors give appropriate guidance and direction to learners in acquiring the required level of knowledge. Learners should follow up any taught sessions with an appropriate level of research.

Centres using the alternative Learning and Development unit, *Unit 25: Understanding the Principles and Practice of Assessment (Level 3)* may adopt a different approach to the delivery of this unit.

Learning activities

The learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate just one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit includes tutor-led discussions and presentations, whole-group discussion and activities and individual activities.

The relationship of the different units in this qualification should be highlighted to demonstrate the ways that assignments, activities and assessment evidence can work across units.

Introduction to unit

At the beginning of the unit there could be a short introduction, discussing learning and assessment activities, the links between units and the use of evidence.

Learning outcome 1

Tutor presentation to provide the underpinning knowledge, theoretical principles of assessment practice and examples of the range of assessment types and methods to distinguish between types and methods.

Tutor presentation could be followed by discussion leading to introduction to learning and assessment activities.

Small-group presentations to evaluate strengths and weaknesses of different approaches to assessment based on specific, identified student needs. Presentations could be based on contexts supplied by members of the group or, if learners lack relevant experience, specific tasks may be set, for example criterion versus norm referencing, formative versus summative, initial or diagnostic. Whole-group discussion could follow the small-group presentations.

Whole-group activity should be followed up by individual research activity.

Learning outcome 2

Group activities based on the learning cycle provide an opportunity to build assessment more closely into stages of session planning. For Activity, Review, Theory and Apply, use a small-group activity (one to address each stage of the cycle) to produce one assessment activity based on self-assessment and one assessment activity based on peer assessment for a topic of the group's choice. Paired groups could then be used to exchange assessment activities, undertake peer assessment and provide constructive feedback. Small groups could then feed back for whole-group discussion.

Learning outcome 3:

Tutors could give an overview on approaches to the mechanics of record keeping. Where learners from different contexts have specific knowledge but lack breadth of understanding (especially in justifying needs), tutor presentation can focus on developing the breadth of understanding required.

Learners could carry out individual research activities to clarify specific requirements of external bodies or organisations as preparation for session and producing individual reports to summarise for the group.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Using the opportunity for teaching by example, learners will be able to see the process of assessment as an integral part of effective planning in learning and teaching. Through their own assessment experiences and through working in groups with their peers, learners can develop case studies, research and resources to evidence their assessment activities. This evidence must be supported through additional research in keeping with Level 4 unit requirements.

Learners must be made aware of the range of possible evidence that they can draw on to support this unit which can include: written tasks, a diary or journal, research materials, awarding organisation or assessment documents, records of professional discussions, witness statements.

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This unit also gives learners the opportunity for:

- learner self-assessment – through the reflective elements of the small-group activities
- peer assessment – as in sharing of assessment activities. Learners have the opportunity to show an ability to receive and respond to feedback effectively
- individual research with guided learning activities for extended writing for building of portfolio evidence at Level 4.

If this unit is used as the basis for the micro-teaching activity, in conjunction with the practical *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*, it provides an ideal opportunity to include evidence of assessment feedback, from the tutor/observer and from the peers who make up the learning group. Self-assessment is also a crucial aspect of the reflection required following the micro-teaching activity. Self-assessment can incorporate feedback into the extended writing activity and provide the links between theory and practice.

It is particularly important at Level 4 to ensure that there are adequate opportunities for learners to demonstrate extended writing skills. Guidance should be provided on structuring more extensive written tasks, along with the appropriate use of referencing to evidence background reading. The use of the standard Harvard Referencing system is essential at Level 4. Where brief un-referenced reports are required they should be balanced with a more extended piece of written work where referencing is appropriate.

Level 3 activities can be used as the basis for the Level 4 assessment which must also include a piece of extended writing that meets the Level 4 requirements for academic rigour. A straightforward approach would be to create a single, essay-style analysis based on the personal development record in order to examine strengths and weakness of different types and methods of assessment in lifelong learning, and the role of learners and record keeping.

Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4) requires learners to use assessment methods to meet the needs of students. Therefore, all the assessment criteria in this unit can be addressed using assessment methods adopted for the micro-teaching session. This gives learners the opportunity to prepare the assessment aspect of the micro-teach, which can then be evaluated in practice during the micro-teaching session. This will retain the assessment integrity of the unit whilst reducing the need for additional evidence.

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 3.1 and 3.2

Tutor input and group discussion on types of assessment.

The tutor-led activity could be followed by small-group activities and whole group discussion on assessment methods, followed by small- and whole-group discussion on strengths and weaknesses. Peer- and self-assessment could also be carried out as a group activity.

Tutor presentation with individual research on records of assessment, followed by tutor presentation with individual research on organisation requirements.

Learners undertake individual directed study examining assessment and record keeping.

Assessment evidence:

- Personal development record plus organisation policies and procedures.
- Extended, referenced piece of research and writing.

Indicative resource materials

Textbooks

Armitage A et al —*Teaching and Training in Post-Compulsory Education, 3rd Edition* (Open University Press, 2007) ISBN 9780335222674

Marshall B — *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

Petty G — *Teaching Today: A Practical Guide, 4th Edition* (Nelson Thornes, 2009) ISBN 9780748785254 (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

Journal

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

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Unit 21: Roles, Responsibilities and Relationships in Lifelong Learning

Unit reference number:	**M/503/1229**
QCF level:	**3**
Unit type:	**Specialist**
Credit value:	**3**
Guided learning hours:	**12**

Unit aim

The aim of this unit is to enable learners to understand the role and responsibilities of a teacher in lifelong learning and the relationships between different professionals in the sector. The unit covers responsibilities for maintaining a safe and supportive learning environment for students.

This unit highlights some of the legislative and regulatory requirements that must be met by organisations and individuals to ensure the security and accessibility of learning and teaching. The unit also explores the roles and responsibilities of teachers, trainers and instructors in the different contexts that make up lifelong learning. Learners will address the responsibilities of teachers and trainers in promoting equality and valuing diversity when identifying and meeting students' needs. The unit gives learners the opportunity to recognise the limitations and boundaries between the teaching role and those of other professionals and the need for possible referral in order to meet the needs of their students.

This 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.

This unit links with the following units in the qualification *Unit 13: Facilitate Learning and Development in Groups (Level 3), Unit 14: Facilitate Learning and Development for Individuals (Level 3), Unit 19: Principles of Assessment in Lifelong Learning (Level 3)*, *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)*, *Unit 25: Understanding the Principles and Practices of Assessment (Level 3)* and *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*.

Assessment requirements

There is no requirement to undertake practice for this unit.

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 own role and responsibilities in lifelong learning	1.1	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	□ Range of legislation, eg awarding organisation requirements, government bodies. □ Organisational systems, eg codes of practice, equality and diversity, health and safety.
		1.2	Explain own responsibilities for promoting equality and valuing diversity	□ Responsibilities for equality, eg non-discriminatory practice, support. □ Valuing diversity, eg learning needs, visual or auditory impairment, physical disability, language.
		1.3	Explain own role and responsibilities in lifelong learning	□ Roles, eg teacher, trainer, coach, instructor, assessor. □ Responsibilities, eg enforcement of organisation policies and procedures, preparation and management of learning, assessment and record keeping, working with others.
		1.4	Explain own role and responsibilities in identifying and meeting the needs of learners	□ Identifying needs, eg initial assessment of learning needs, qualification requirements, physical needs. □ Meeting needs, eg planning learning, managing students, resourcing, assessing.

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Learning outcomes		Assessment criteria		Unit amplification
2	Understand the relationships between teachers and other professionals in lifelong learning	2.1	Explain the boundaries between the teaching role and other professional roles	□ Personal, eg skills, experience, time, resources, job description. □ Relations between teaching role and other professionals, eg team roles, line management, support professionals, quality assurance.
		2.2	Describe points of referral to meet the needs of learners	□ Organisation systems and procedures, eg administration, learning support, student services, websites. □ External agencies, eg specialist support, government agencies, work-related, employers.
		2.3	Summarise own responsibilities in relation to other professionals	□ Personal, eg team role, researching provision, representing students. □ Professional, eg liaising, negotiation with professionals, negotiating on behalf of student, communicating.
3	Understand own responsibility for maintaining a safe and supportive learning environment	3.1	Explain own responsibilities in maintaining a safe and supportive learning environment	□ Own responsibilities, eg physical environment, including appropriate venue, health and safety, planned learning which is structured, varied, motivating, social environment demonstrates inclusion, challenging anti-social behaviours, encouraging peer support, regular maintenance checks.
		3.2	Explain ways to promote appropriate behaviour and respect for others	□ Establishing standards, eg policies and procedures, zero tolerance for bullying, valuing of individual, modelling of desired behaviours. □ Student responsibility, eg student and group contracts, peer working, inclusion, discussion of issues, group ownership.

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Information for tutors

Delivery

Delivery could include tutor presentations, individual activities and group activities. It is important to recognise that this is an opportunity for teaching by example. When using group-delivery approaches, tutors could also build in opportunities, through mini-presentations, for learners to compare and contrast their own working practices and contexts with others in the group. This will help learners to develop reflective practices and recognise the transferability of skills and knowledge needed in a learning environment.

Learners should be actively involved in their own learning and should be encouraged to draw on material from relevant experiences to use in classes and in their assignments. Through working in peer groups and sharing their experiences, learners can develop relevant case studies and problem-solving and interpersonal skills in such a way that they can recognise these as being transferable to their students. The use of ICT should be encouraged for setting up forums or discussion groups.

It is recommended that the delivery of this unit is not overly teacher-centred: learner-centred approaches should be encouraged wherever possible.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate just one way of planning the delivery and assessment of this unit. The relationship across units in the CTLLS qualification should be highlighted in order to demonstrate ways that the assignments, activities and assessment evidence can be related to more than one unit. The range of learning activities suggested for this unit includes tutor-led discussions and presentations, small-group activities, group presentations and discussion, and individual activities.

As the assessment criteria are similar for both Level 3 and Level 4, it is possible to deliver these units together, although the content and skills for Level 4 require greater depth.

The distinction between levels can be achieved through the work required of learners for assessment.

Some centres may wish to approach the first four units of the CTLLS qualification (which are also the four units that make up the PTLLS qualification) as a single, holistic, integrated activity. This would be possible with a single written task on 'roles, responsibilities and relationships', a second task on 'teaching and learning strategies' and a third on 'assessment principles' with micro-teaching putting them into practice. This would then require a summative evaluation and list of development needs.

Introduction to unit

At the start of the unit time should be taken to clarify assessment requirements for the learner. It is important to establish an overview between units so that the learner recognises the inter-relationship between assessment criteria and assessments across all four units. This is usually most effective if tutor led.

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Learning outcomes 1 and 2

These learning outcomes are suited to directed individual study with each learner, or group of learners, researching different aspects of legislation, regulatory requirements and codes of practice and sharing their findings with the group. Individual assessment requirements can then be taken from the collaborative research. This provides an opportunity for collaborative activity and for mini-presentations and approaches that could be used with their students.

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

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.

Learning outcome 3

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 assignments.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Learners should be actively involved in the assessment process and be given opportunities to draw on 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.

Learners must be made aware of the range of possible evidence that they can draw on to support this unit, it can include: written tasks, a diary or journal, research materials, records of professional discussions, witness statements, organisation and/or other formal documents, curriculum vitae and job description.

It is important for learners to understand how evidence from the following units can help inform roles, responsibilities and relationships: *Unit 19: Principles of Assessment in Lifelong Learning (Level 3)*, *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)*, and *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*.

Assessment activities

Suggested assessment activities that cover the assessment criteria are given below. These are for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1 and 3.2

Learners fill out personal development records in which they reflect on legislation through mini-presentations (AC 1.1), roles and responsibilities activities (AC 1.3, 1.4, 2.1, 2.3), equality, diversity and referral activities (AC 1.2, 2.2) and creating a purposeful environment (AC 3.1, 3.2).

Assessment evidence

Personal development record, written record and research materials.

Indicative resource materials

Textbooks

Armitage A et al – *Teaching and Training in Post-Compulsory Education, 3rd Edition* (Open University Press, 2007) ISBN 9780335222674

Gravells A – *Preparing to Teach in the Lifelong Learning* Sector (Learning Matters, 2011) ISBN 9780857250537

Gravells A and Simpson S – *Equality and Diversity in the Lifelong Learning Sector, 1st Edition* (Learning Matters, 2009) ISBN 9781844451975

Marshall B – *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

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)

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

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

Journals

Education — Education Publishing Company

Times Educational Supplement — FE Focus

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.crll.org.uk	Centre for Research in Lifelong Learning
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) LSIS Excellence Gateway www.ifl.ac.uk Institute for Learning
www.liflelonglearning.co.uk	Lifelong Learning
www.lifelonglearningnetworks.org.uk	Lifelong Learning Networks National Forum
www.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
www.niace.org.uk	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)
www.uall.ac.uk	Universities Association for Lifelong Learning

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Unit 22: Roles, Responsibilities and Relationships in Lifelong Learning

Unit reference number:	**M/503/1232**
QCF level:	**4**
Unit type:	**Professional**
Credit value:	**3**
Guided learning hours:	**12**

Unit aim

The aim of this unit is to enable learners to understand the role and responsibilities of a teacher in lifelong learning, and the relationship between different professionals in lifelong learning. There is a focus on the specific responsibility for maintaining a safe, supportive and inclusive learning environment for students.

This unit enables learners to address a range of legislative or regulatory requirements that impact on the lifelong learning sector. Learners will explore and analyse the responsibilities of teachers and trainers in promoting equality and valuing diversity in different contexts in order to understand, identify and meet the needs of a range of learners.

Learners will analyse the limitations and boundaries between the teaching role and those of other professionals, as well as reviewing points of referral to meet the needs of students. This includes reference to the principles that underlie the responsibilities and relationships in lifelong learning. In addition to establishing and maintaining a safe, supportive and inclusive learning environment, learners will find out how to promote appropriate behaviour and respect for others. In this way, learners are able to develop an understanding of their own responsibility for promoting an environment where their students feel included and they are central to the learning process.

Theory and practice can be combined by linking this unit with other relevant units, including: *Unit 16: Manage Learning and Development in Groups (Level 4), Unit 20: Principles of Assessment in Lifelong Learning (Level 4)*, *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*, *Unit 25: Understanding the Principles and Practices of Assessment (Level 3)* and *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4).*

Assessment requirements

There is no requirement to undertake practice for this unit.

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 own role and responsibilities in lifelong learning	1.1	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	□ Range of legislation, eg government bodies, professional standards, awarding organisation requirements; organisational policies and procedures eg codes of practice, equality and diversity, health and safety, quality assurance, standards.
		1.2	Analyse own responsibilities for promoting equality and valuing diversity	□ Equality, eg opportunity, accessibility, non-discriminatory practice, student support, working with specialist agencies. □ Valuing diversity, eg learning needs, experiences, background, visual or auditory impairment, physical disability, bilingualism.
		1.3	Evaluate own role and responsibilities in lifelong learning	□ Individual roles, eg specialist teacher, trainer, tutor, coach, instructor, mentor. □ Professional roles, eg planning learning and assessment, record keeping, verifier, team member, vocational specialist, employer liaison. □ Responsibilities, eg organisation policies and procedures, qualification requirements, professional standards, managing learning and students.

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Learning outcomes		Assessment criteria		Unit amplification
		1.4	Review own role and responsibilities in identifying and meeting the needs of learners	□ Identifying needs, eg initial assessment, LNA/TNA (learning or training needs analysis), qualification requirements, physical or intellectual and emotional needs, learning styles. □ Meeting needs, eg planning learning, managing students, resourcing, assessing, supporting, facilitating, teamworking
2	Understand the relationships between teachers and other professionals in lifelong learning	2.1	Analyse the boundaries between the teaching role and other professional roles	□ Professional, eg organisational, working environment, vocational experience, time, resources, standards, job description. □ Personal, eg subject knowledge, skills, experience, confidence; other professionals, eg team roles, line management, organisation hierarchy, support professionals, quality assurance, relevant external professionals.
		2.2	Review points of referral to meet the needs of learners	□ Organisation systems and procedures, eg academic, vocational, personal, administration, learning support, student services, specific learning needs provision, websites. □ Informal, eg subject specialist, colleague, peers; external agencies, eg specialist support, government agencies, work-related, employers.
		2.3	Evaluate own responsibilities in relation to other professionals	□ Personal, eg team role, working with others, negotiating on behalf of student, representing, communicating, researching provision, recognising own limitations, joining professional body. □ Professional, eg liaising as appropriate, negotiation with professionals, working as a team member.

Learning outcomes		Assessment criteria		Unit amplification
3	Understand own responsibility for maintaining a safe and supportive learning environment	3.1	Explain how to establish and maintain a safe and supportive learning environment	□ Physical environment, eg appropriate venue, health and safety, selecting equipment. □ Planned learning, eg structured, varied, appropriate level of challenge, motivating, resourcing. □ Social environment, eg inclusion, valuing diversity, challenging anti-social behaviours, encouraging peer support.
		3.2	Explain how to promote appropriate behaviour and respect for others	□ Appropriate behaviours, eg towards teacher, peers, others. □ Establishing standards, eg policies and procedures, zero tolerance for bullying, valuing of individual, modelling of desired behaviours; student responsibility, eg student and group contracts, peer working, discussion of issues, group 'ownership'.

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Information for tutors

Delivery

It is recommended that a variety of delivery methods is used in this unit, for example tutor presentations and individual and group activities. This unit is an opportunity for teaching by example. Tutors could build in opportunities, through mini-presentations, for learners to compare and contrast their own working practices and contexts with that of others in the group. This will help learners to develop reflective practices and recognise the importance of transferability of skills and knowledge in a learning environment.

It is important to provide a suitable level of challenge and breadth of study to meet the Level 4 requirements of the unit. The key difference between this unit at Level 4 and the same unit at Level 3 is that at Level 4, greater emphasis is placed on theory, underpinning knowledge and learning skills. This means that tutor presentations should use a greater range and depth of theoretical principles. Emphasis should also be on the need for individual learners to follow up any taught sessions with analysis, evaluation and research. This research should be reinforced as the underlying character of the Level 4 qualification so that learners become familiar with the need to include referencing in their own work. The activities suggested on the next page allow for Level 3 and Level 4 units to be delivered together, with the distinction between the two levels becoming evident through the assessment.

Learners should draw on material from relevant experiences to use in class and in their assignments. This should be supported by references to appropriate theory. Through working with groups of peers, learners have the opportunity to develop problem-solving and interpersonal skills, which they can transfer to their own students. The use of ICT and the internet should be encouraged for setting up forums or discussion groups to support the sharing of skills, knowledge and experiences.

It is important not to over-teach this unit. The focus should be on learner-centred approaches wherever possible. Individual research, directed research and the internet should be used to develop underpinning theory and reinforce learner understanding appropriate to Level 4.

This knowledge unit should be delivered in conjunction with *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*. In most delivery contexts it is recommended that learning time be divided equally between formal delivery and directed assessment activities.

Some centres may wish to approach the first four units of the CTLLS qualification (which are also the four units that make up the PTLLS qualification) as a single, holistic, integrated activity, or integrate the theory with the practical assessment to form a continuous programme, combining taught sessions, individual directed study and practical teaching (micro-teaching). Units may be delivered in any order.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate just one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit includes tutor-led discussions and presentations, group activities and presentations, individual learner presentations and other individual activities.

The activities are based on a Level 3 learning plan which enables Levels 3 and 4 to be delivered together, with the distinction between the levels being achieved through the standard of work required in the assessment evidence.

Introduction to unit

At the start of the unit, time should be taken to clarify the assessment requirements for the learner. It is also important to establish an overview between units so that the learner recognises the inter-relationship between assessment criteria and assignments across units. This is usually most effective when tutor led.

Learning outcomes 1 and 2

Due to the specificity of contextualised legal requirements and in order to avoid over-reliance on tutor-led sessions, these learning outcomes are suited to directed individual study. Each learner or group of learners could research different aspects of legislation, regulatory requirements and codes of practice. Learners should share this information with the group. Individual assessment requirements can then be taken from the collaborative research. This provides an opportunity for collaborative activity and for mini-presentations.

Learners participate in small-group activities with group presentations and discussion on three key areas: own role and responsibilities; experiences in identifying the needs of their own students, and the boundaries and relationships between the teaching role and other professional roles.

A tutor presentation could provide structure to the outcomes of the group activities. This could be followed by a tutor-led discussion, leading to a practical activity carried out by individuals or small groups. The activity focuses on problem solving by identifying and developing solutions to meet needs of students.

Learning outcome 3

This could be covered through a tutor-led session focusing on the methods of maintaining a purposeful environment and promoting appropriate behaviour, based on skills, knowledge and understanding. Learners reflect on their own learning and then apply their knowledge to their own teaching context.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The process of assessment should be an integral part of effective planning of learning and teaching. This should involve actively drawing on relevant experiences and issues raised through the session when completing assessments. Through their own experiences, as well as through working in groups with their peers, learners can develop case studies and resources to evidence their assessment activities.

Evidence for the unit can include: written tasks, diary or journal, research materials, records of professional discussion or witness statements, organisational or other formal documents, curriculum vitae and job description. At Level 4, learners should reference background reading appropriately and explain the links between principles and practice.

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It is important for learners to understand how evidence from the following units can help inform roles, responsibilities and relationships: *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)*, *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)* and *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*. Alternatively, links should be made to the relevant Learning and Development units: *Unit 16: Manage Learning and Development in Groups (Level 4)* and *Unit 26: Understanding the Principles and Practices of Assessment (Level 3)*.

Some centres may wish to assess all of the first four units (PTLLS) as a single, holistic, integrated assignment, for example with a single written task on 'roles, responsibilities and relationships', a second task on 'teaching and learning strategies' and a third on 'assessment principles' with the micro-teaching evidenced through practice. This would then require a summative evaluation and requirements for development with appropriate word counts and pointers towards referencing throughout.

Assessment activities

Suggested assessment activities that cover all the assessment criteria are given below. This differs from the assessment suggested for Level 3 in terms of the breadth required. Activities should be approached holistically and the links between tasks reinforced. These activities are for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources as required.

Assessment criteria 1.1, 1.2, 1.3 and 1.4

Learners research an agreed aspect of legislation, regulatory requirements and codes of practice relating to their own role and responsibilities.

Learners use findings from their individual research to make a mini-presentation to members of their group.

Learners follow up their mini-presentations by writing a brief report to summarise their own findings, along with issues raised by others in the group. The report should cover the widest possible range of areas in lifelong learning. Learners analyse their own responsibilities in promoting equality and demonstrating the valuing of diversity. In doing so, they use their research into equality and diversity legislation and their own understanding of possible needs of their students. Learners could obtain a copy of their own contract or job description. Alternatively, an equivalent job advertisement from a newspaper would suffice. For each aspect of the role, learners write their own review of the associated responsibilities in lifelong learning, making specific reference to their own responsibility for identifying and meeting the needs of their students.

Assessment evidence

Mini-presentations, brief written report and research materials.

Assessment criteria 2.1, 2.2 and 2.3:

Whole-group discussion on equality and diversity, followed by small-group activities associated with roles and responsibilities.

Individual activity to complete personal development records, producing a follow-up record of discussion. Using their earlier research on codes of practice and roles and responsibilities, learners explain what they see as the boundaries between their own role as a teacher and other professional roles in lifelong learning. They also explain their own responsibilities in relation to other professionals. Learners should refer to points of referral available for their own students where something is beyond the boundaries of their own role.

Assessment evidence

Personal development record and brief written review.

Assessment criteria 3.1 and 3.2

A tutor-led discussion on maintaining a safe and supportive learning environment.

Learners describe individually what is meant by a 'safe and supportive learning environment' and suggest how, as teachers, they would establish, maintain and promote this and ensure their students also take responsibility for their learning environment through appropriate behaviour.

Assessment evidence

Personal development record , brief written review, extended written assessments, with references included.

Indicative resource materials

Textbooks

Armitage A et al – *Teaching and Training in Post-Compulsory Education, 3rd Edition* (Open University Press, 2007) ISBN 9780335222674

Marshall B – *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

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

Journal

Times Educational Supplement — FE Focus

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.crll.org.uk	Centre for Research in Lifelong Learning
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) LSIS Excellence Gateway
www.ifl.ac.uk	Institute for Learning
www.liflelonglearning.co.uk	Lifelong Learning
www.lifelonglearningnetworks.org.uk	Lifelong Learning Networks National Forum
www.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
www.niace.org.uk	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)
www.uall.ac.uk	Universities Association for Lifelong Learning

Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning

Unit reference number:	**T/503/1233**
QCF level:	**3**
Unit type:	**Specialist**
Credit value:	**3**
Guided learning hours:	**12**

Unit aim

The aim of the unit is to enable learners to understand learning and teaching strategies and approaches in lifelong learning and how to use them to meet the needs of students. The unit covers how to create a learning environment that engages and motivates students.

This unit enables learners to recognise different approaches to learning and teaching that reflect their students' needs and different learning styles, and the requirements of their specialist area.

There is a focus on creating an inclusive learning environment, working with ground rules that promote respect for others. The unit addresses the importance of inclusion in selecting learning and teaching techniques, resources and assessment opportunities so that they meet the needs of students and promote learning, whilst providing opportunities to practise skills in language, literacy, numeracy and ICT.

This unit has specific links with the following units: Unit 19: Principles of Assessment in Lifelong Learning (Level 3), Unit 21: Roles, Responsibilities and Relationships in Lifelong Learning (Level 3) and Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3).

Assessment requirements

There is no requirement to undertake practice for this unit

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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 learning and teaching strategies in lifelong learning	1.1	Summarise learning and teaching strategies used in own specialism	□ Specialist requirements, eg subject content, knowledge, skills, understanding. □ Strategies, eg varied, learner-centred, individual or group work, flexible, relevant. □ Teaching, eg tutor-led, presentation, discussion, practical, research, fieldwork, distance or blended learning, ILT (information and learning technology).
		1.2	Explain how approaches to learning and teaching in own specialism meet the needs of learners	□ Learning cycle, eg Kolb (active experimentation, concrete experience, reflective observation, abstract conceptualisation). □ Learning styles, eg Honey and Mumford (activist, reflector, theorist, pragmatist); effectiveness, eg SWOT analysis (strengths, weaknesses, opportunities and threats), adaptability, flexibility, fit for purpose.
		1.3	Describe aspects of inclusive learning	□ Identifying needs, eg initial assessment, individual needs, learning styles, support needs. □ Strategies, eg ILP (individual learning plans), varied and flexible approaches, active learning, student-centred, blended learning, use of ICT, peer working, small- or large group activities, independent directed research.

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to create inclusive learning and teaching in lifelong learning	2.1	Explain how to select inclusive learning and teaching techniques	□ Specialist area requirements, eg unique aspects, qualification requirements, specialist knowledge and skills. □ Nature of students, eg active, reflective, theorists, planners, individual needs, group size and diversity. □ Issues, eg physical or economic constraints, resources, social and intellectual mix.
		2.2	Explain how to select resources that meet the needs of learners	□ Specialist area requirements, eg specialist resources, accommodation, equipment. □ Practicality, eg suitability, availability, accessibility, flexibility, financial constraints, technical issues, fit for purpose. □ Design, eg appropriate to student needs, language, style, quality, quantity, ICT, inclusive, adaptable, re-useable.
		2.3	Explain how to create assessment opportunities that meet the needs of learners	□ Formal and informal checks on learning; purpose, eg awarding organisation requirements, organisation requirements, recording progress, reporting, opportunities to provide student with feedback, product or process, ongoing. □ Appropriateness, eg to skills, knowledge and understanding, timely, suitable, addressing individual needs.
		2.4	Explain how to provide opportunities for learners to practise their literacy, language, numeracy and ICT skills	□ Literacy, eg research, written activities, reflective writing. □ Language, eg discussion, debate, small-group activities, presentations. □ Numeracy, eg records, tallies, measuring, graphs. □ ICT, eg research, assignment writing, forums, mini-presentations.

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Learning outcomes		Assessment criteria		Unit amplification
3	Understand ways to create a motivating learning environment	3.1	Explain ways to engage and motivate learners in an inclusive learning environment	□ Engaging, eg stimulating, varied approaches, active, relevant, clear and shared outcomes, individual and group activities. □ Motivating, eg range of teaching and learning styles, student involvement and ownership of targets, recognising achievements. □ Equality of opportunity, eg accessibility, differentiation, student-centred.
		3.2	Summarise ways to establish ground rules with learners to promote respect for others	□ Student participation, eg LNA/TNA (learning or training needs analysis), negotiation, exploring diversity, identifying individual and group needs, valuing contributions of others, understanding the need for respect. □ Student responsibility, eg individual or group contracts, individual ground rules, ownership of learning, peer working or assessment, group forum, ILP (individual learning plans).
		3.3	Explain ways to give constructive feedback that motivates learners	□ Providing feedback, eg formal and informal opportunities, regular, interception, task focused, reflecting individual need, recognising achievement. □ Ways, eg question and answer, tutorial, written, spoken, group, individual; techniques, eg PCP (praise, criticism, praise), medal and mission, encouraging self- and peer assessment.

Information for tutors

Delivery

Tutor presentations and individual and group activities are especially helpful in delivering of this unit as they will give learners experience of a range of teaching methods. Mini-presentations will allow learners to compare and contrast their own working practices and contexts with that of others in the group. This gives learners the chance to try out new skills and build on their own experiences. Wherever possible, learning and teaching should draw on material from learners' personal and professional experience. This will help them to develop reflective practice and recognise the transferability of skills and knowledge needed in a learning environment.

Learners should draw on material from their own experiences to use in class and in their assignments. Through working in peer groups and sharing their experiences, learners can develop relevant case studies problem-solving and interpersonal skills which can be used in their teaching. The use of ICT should be encouraged for setting up forums or discussion groups to support the sharing of skills, knowledge and experiences.

Delivery should be dynamic and reinforce the principles of good practice at the appropriate level. The focus should be on learner-centred approaches wherever possible.

This knowledge-based unit should be delivered alongside the practical *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*. In most delivery contexts, time should be divided equally between formal delivery and directed assessment activities. As the assessment criteria in this Level 3 unit are similar to those in the equivalent Level 4 unit with the same title, it is possible for the units to be delivered together. Centres offering the Learning and Development alternative units, *Unit 13: Facilitate Learning and Development in Groups (Level 3)*, and/or *Unit 14: Facilitate Learning and Development for Individuals (Level 3)* may adopt a different approach to the delivery of this unit.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit includes tutor-led discussions, small-group activities, whole-group discussions and individual activities.

The links between the first four units should be highlighted to demonstrate ways that the assessments, activities and assessment evidence can be related to more than one unit. It is essential for learners to make the links between this unit and the practical *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*.

The suggested learning activities for this unit are based on micro-teaching.

Introduction to unit

A starting point for this unit could be to negotiate, as a group, ground rules that recognise the need to promote respect for others, so helping to create a motivating and inclusive environment.

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Learning outcome 1

This could be covered through tutor-led activities, with the opportunity for question and answer sessions providing underpinning theory on the principles of inclusive learning and strategies for learning and teaching. Tutor presentations could cover Kolb's learning cycle linked to different learning styles — Skills (Activity), Knowledge (Theory) and Understanding (Reflection and Application).

Tutor-led activities should be followed up with directed individual research linked to individual specialist areas.

Learning outcomes 1 and 2

A small-group activity could be used to evaluate the effectiveness of different approaches to learning and teaching, linking it to the importance of an inclusive approach. Learners could use Kolb's learning cycle to create a plan for a 30-minute session to match one learning or teaching approach to each stage (for example using lists or cards) — one group starts with 'Activity', one with 'Review', one with 'Theory' and one with 'Apply' (or Plan), ensuring there is a 'correct' starting point. Plans must include suggestions for resources, assessment opportunities and opportunities for literacy, language, numeracy and ICT. This could be followed by small-group presentations, with justification of choices.

A whole-group discussion focusing on the effectiveness of selected approaches and how they support the inclusive approach.

Learning outcome 3

Learners review presentations and then discuss engaging and motivating students and establishing ground rules. A question and answer session establishes principles of providing constructive feedback, followed by tutor-led discussion for a 'reflective feedback sandwich'.

Following generic input, learners select a specialist topic for their own micro-teaching session and choose appropriate learning and teaching techniques and resources that can be used in session planning. This should be in a group context to allow for peer working and tutor support. It can be linked directly to the micro-teach but time should be allowed for learners to gather ideas and materials for the background to their micro-teaching. This provides an opportunity to link to *Unit 19: Principles of Assessment in Lifelong Learning (Level 3)*.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Learners should be actively involved in the assessment process and given opportunities to draw on material from relevant experiences when completing their assignments. Through their own experiences and 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. Evidence to support this unit can include: written tasks, a diary or journal, research materials, key skills, basic skills, and functional skills documents, a record of professional discussion and witness statements.

It is important for learners to understand how evidence from the following units can help inform this unit: *Unit 19: Principles of Assessment in Lifelong Learning (Level 3)*, *Unit 21: Roles, Responsibilities and Relationships in Lifelong Learning (Level 3)* and *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*. Assessment criteria 1.2 and 2.1 in this unit have particularly important links with *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*.

Some centres may wish to approach the first four units (PTTLS) as a single, holistic, integrated activity. This would be possible with a written task on 'roles, responsibilities and relationships', a second on 'teaching and learning strategies' and a third on 'assessment principles' with micro–teaching putting theory into practice. This would then require a summative evaluation and list of development needs.

Centres using the following Learning and Development alternative units are not required to complete the assessment of this unit: *Unit 13: Facilitate Learning and Development in Groups (Level 3)* and *Unit 14: Facilitate Learning and Development for Individuals (Level 3)*.

Assessment activities

Suggested assessment activities given below cover the assessment criteria through specific entries in a single reflective activity. These are for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria 1.1, 1.2 and 1.3

Presentation on strategies used in lifelong learning.

Learners follow up tutor presentation with individual research, including references to own specialism.

Assessment evidence

Personal development record (linked to micro-teach).

Assessment criteria 2.1, 2.2, 2.3 and 2.4

A tutor presentation focusing on inclusive strategies could be used.

Learners follow up the tutor presentation with individual research, including references to own specialist area.

Another tutor presentation could be used focusing on effective learning and teaching, including selection of effective techniques, resources, assessment opportunities and opportunities for literacy, language, numeracy and ICT.

Discussion and mini-presentations to follow the tutor presentation to focus on specific aspects of meetings student needs in selecting effective techniques, resources, assessment opportunities and opportunities for literacy, language, numeracy and ICT.

Assessment evidence

Personal development record, specific materials relating to functional skills.

Assessment criteria 3.1, 3.2 and 3.3

A tutor-led discussion on motivation and feedback could be used, linked to group work on ground rules that promote respect for others.

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Assessment evidence

Personal development record.

Indicative resource materials

Textbooks

Armitage A et al – *Teaching and Training in Post-Compulsory Education, 3rd Edition* (Open University Press, 2007) ISBN 9780335222674

Marshall B – *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

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

Journal

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.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
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 24: Understanding Inclusive Learning and Teaching in Lifelong Learning

Unit reference number:	**F/503/1235**
QCF level:	**4**
Unit type:	**Professional**
Credit value:	**3**
Guided learning hours:	**12**

Unit aim

The aim of this unit is to enable learners to understand teaching and learning strategies and approaches in lifelong learning and how they can be used to meet the needs of learners. This unit also covers how to create a learning environment that engages and motivates learners.

It is important for a teacher to understand their students' needs and learning styles, and the requirements of their specialist area. This unit helps learners to recognise the effectiveness of different approaches to learning and teaching by requiring them to analyse and evaluate strategies.

The unit examines basic principles and theories of inclusion and gives learners the opportunity to analyse different approaches. The unit extends consideration of inclusion through reviewing resources and assessment opportunities. A review of how to provide opportunities for students to practise a basic level of skills in language, literacy, numeracy and ICT is also required.

The unit covers how underpinning knowledge can inform teaching methods to create a motivating learning environment. Learners will be expected to explain how to establish ground rules to promote respect and review ways to give constructive feedback.

This unit has specific links to the following units, *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)*, *Unit 22: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)* and *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*.

Assessment requirements

There is no requirement to undertake practice for this unit.

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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 learning and teaching strategies in lifelong learning	1.1	Analyse learning and teaching strategies used in own specialism	□ Specialist requirements, eg subject content, knowledge, skills, understanding. □ Strategies, eg varied, learner-centred, individual or group work, flexible, relevant. □ Teaching, eg tutor-led, presentation, discussion, practical, research, fieldwork, distance or blended learning, ILT (information and learning technology).
		1.2	Evaluate the effectiveness of approaches to learning and teaching in own specialist area in meeting needs of learners	□ Learning cycle, eg Kolb (active experimentation, concrete experience, reflective observation, abstract conceptualisation). □ Learning styles, eg Honey and Mumford (activist, reflector, theorist, pragmatist). □ Effectiveness, eg SWOT analysis (strengths, weaknesses, opportunities and threats), adaptability, flexibility, fit for purpose.
		1.3	Evaluate aspects of inclusive learning	□ Identifying needs, eg initial assessment, individual needs, learning styles, support needs. □ Strategies, eg ILP (individual learning plans), varied and flexible approaches, active learning, student-centred, blended learning, use of ICT, peer working, small- or large- group activities, independent directed research.

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to create inclusive learning and teaching in lifelong learning	2.1	Analyse inclusive approaches to learning and teaching	□ Specialist area requirements, eg unique aspects, qualification requirements, specialist knowledge and skills. □ Nature of students, eg active, reflective, theorists, planners, individual needs, group size and diversity. □ Issues, eg physical or economic constraints, resources, social and intellectual mix.
		2.2	Analyse how to select resources to meet the needs of learners	□ Specialist area requirements, eg specialist resources, accommodation, equipment. □ Practicality, eg suitability, availability, accessibility, flexibility, financial constraints, technical issues, fit for purpose. □ Design, eg appropriate to student needs, language, style, quality, quantity, ICT, inclusive, adaptable, re-useable.
		2.3	Explain how to create assessment opportunities that meet the needs of learners	□ Formal and informal checks on learning; purpose, eg awarding organisation requirements, organisation requirements, recording progress, reporting, opportunities to provide student with feedback, product or process, ongoing. □ Appropriateness, eg to skills, knowledge and understanding, timely, suitable, addressing individual needs.
		2.4	Review how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills	□ Literacy, eg research, written activities, reflective writing. □ Language, eg discussion, debate, small group activities, presentations. □ Numeracy, eg records, tallies, measuring, graphs. □ ICT, eg research, assignment writing, forums, mini-presentations.

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Learning outcomes		Assessment criteria		Unit amplification
3	Understand ways to create a motivating learning environment	3.1	Explain how to engage and motivate learners in an inclusive learning environment	□ Engaging, eg stimulating, varied approaches, active, relevant, clear and shared outcomes, individual and group activities. □ Motivating, eg range of teaching and learning styles, student involvement and ownership of targets, recognising achievements. □ Equality of opportunity, eg accessibility, differentiation, student-centred.
		3.2	Explain how to establish ground rules with learners to promote respect for others	□ Student participation, eg LNA/TNA (learning or training needs analysis), negotiation, exploring diversity, identifying individual and group needs, valuing contributions of others, understanding the need for respect. □ Student responsibility, eg individual or group contracts, individual ground rules, ownership of learning, peer working or assessment, group forum, ILP (individual learning plans).
		3.3	Review ways to give constructive feedback to motivate learners	□ Providing feedback, eg formal and informal opportunities, regular, interception, task focused, reflecting individual need, recognising achievement. □ Ways, eg question and answer, tutorial, written, spoken, group, individual; techniques, eg PCP (praise, criticism, praise), medal and mission, encouraging self- and peer assessment.

Information for tutors

Delivery

It is recommended that centres use a range of teaching and learning methods for this unit, for example individual and group activities, and tutor presentations. Mini-presentations will enable learners to compare and contrast their own working practices and contexts with that of others in the group. This allows them to try out new skills and build on their own experiences.

Wherever possible, the learning and teaching used should draw on material from learners' personal and professional experience. This will help them to develop reflective practices and recognise the importance of the transferability of skills and knowledge in a learning environment.

Learners should draw on material from relevant experiences to use in class and in their assignments; this should be supported by references to appropriate theory. Working with groups of peers, learners will have the opportunity to develop problem-solving and interpersonal skills, which can be used in their teaching. The use of ICT should be encouraged for setting up forums or discussion groups to support the sharing of skills, knowledge and experiences.

Delivery should be dynamic and reinforce the principles of good practice at the appropriate level. It is important not to over-teach this unit but to focus on learner-centred approaches wherever possible. Learners should use individual research and the internet in developing underpinning theory and principles appropriate to the required level of challenge and breadth of study for this Level 4 unit.

This knowledge-based unit should be taught alongside the practical Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4). In most delivery contexts, the recommended number of guided learning hours should be divided equally between formal delivery and directed assessment activities.

A key difference between this Level 4 unit and the Level 3 unit with the same title is that at Level 4 greater emphasis needs to be placed on theory, underpinning knowledge and learning skills. This requires tutor presentations to make use of a greater range and depth of theoretical principles, whilst emphasising the need for individual learners to follow up taught sessions with an appropriate level of research. The suggested learning activities allow for this Level 4 unit and the corresponding Level 3 unit to be delivered together, with differentiation becoming evident through the assessment strategy.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate just one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit includes tutor-led discussions, small-group activities, whole-group discussions and individual activities.

The links between the first four units in the qualification should be highlighted to demonstrate ways that the assignments, activities and assessment evidence can be related to more than one unit. It is essential for learners to make the links between this knowledge unit and the practical unit, *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*.

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These learning activities may be incorporated into those of other units to form a continuous programme, combining taught sessions, individual directed study and practical teaching (micro-teaching). Units may be presented in any order.

Centres using the Learning and Development alternative unit, Unit 16: Manage Learning in Groups (Level 4), may adopt a different approach to the delivery of this unit.

The suggested learning activities for this unit are based on micro-teaching.

Introduction to unit

A starting point for this unit could be to negotiate, as a group, ground rules which recognise the need to promote respect for others, so helping to create a motivating and inclusive environment.

Learning outcome 1

Tutor-led activities, with the opportunity for question and answer sessions to provide underpinning theory on the principles of inclusive learning and strategies for learning and teaching, could be used to cover this unit. Tutor presentations could cover Kolb's learning cycle linked to different learning styles – Skills (Activity), Knowledge (Theory) and Understanding (Reflection and Application).

Tutor-led activities should be followed up by directed individual research linked to individual specialist areas.

Learning outcomes 1 and 2

A small-group activity could be used to evaluate the effectiveness of different approaches to teaching and learning and to analyse inclusive approaches. Learners use Kolb's learning cycle to create a plan for a 30-minute session to match one learning or teaching approach to each stage (for example using lists or cards) – one group to start with 'Activity', one with 'Review', one with 'Theory' and one with 'Apply' (or Plan), ensuring there is a 'correct' starting point. Plans include suggestions for resources, assessment opportunities and opportunities for literacy, language, numeracy and ICT. This could be followed by small-group presentations, with justification of choices. A whole group discussion focusing on the effectiveness of selected approaches and how they support the inclusive approach.

Learning outcome 3

Learners review presentations and then discuss engaging and motivating students and establishing ground rules. A question and answer session could establish principles of providing constructive feedback, followed by tutor-led discussion for a 'reflective feedback sandwich'.

Following generic input, learners select a specialist topic for their own micro-teaching session and choose appropriate learning and teaching techniques and resources that can be used in session planning. This should be in a group context to allow for peer working and tutor support. It can be linked directly to the practical unit but time should be allowed for learners to gather ideas and materials for the background to their micro-teaching. This provides an opportunity to link to *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)*.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

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 and 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. Evidence to support this unit can include written tasks, a diary or journal, research materials, key skills, basic skills and functional skills documents, a record of professional discussion and witness statements.

It is important for learners to understand how evidence from the following units can help inform this unit: *Unit 20: Principles of Assessment in Lifelong Learning (Level 4)*, *Unit 22: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)* and *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*. Assessment criteria 1.2 and 2.1 of this unit have particularly important links with *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*.

Some centres may wish to approach all four units of PTLLS as a single, holistic, integrated activity. This would be possible with a written task on 'roles, responsibilities and relationships', a second task on 'teaching and learning strategies' and a third on 'assessment principles' with micro–teaching putting theory into practice. Learners could finish with a summative evaluation and list of development needs.

It is important that Level 4 learners have adequate opportunities to demonstrate extended writing skills. Guidance should be provided on structuring more extensive written tasks, along with the appropriate use of referencing of background reading. The use of the standard Harvard Referencing system is essential at Level 4. Where brief, unreferenced reports are used to provide the basis of the assessment, they should be balanced by a more extended piece of written work, where referencing is appropriate.

Assessment activities

The assessment activities below are for guidance only and it is recommended that, where appropriate, centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources. Level 3 activities are used as the basis for covering the assessment criteria. Using the Level 3 assessment activities as the basis for the extended writing will reinforce the opportunities for delivering Level 3 and Level 4 together; the distinction between levels should be clear in the final assessment evidence. A piece of extended work can be added to meet the Level 4 requirements. This enables tutors to decide the level that learners have the potential of achieving based on the skills, knowledge and understanding they show throughout the unit (or combination of units, if a holistic approach is adopted).

One approach could be to create a single, essay-style analysis based on the personal development record, considering approaches to inclusive, effective and motivational learning and teaching that includes resourcing and assessment. This can also link to *Unit 22: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)*.

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Assessment criteria 1.1, 1.2 and 1.3

This could be covered by a tutor presentation on strategies used in lifelong learning.

Learners follow up the tutor presentation with individual research, including references to own specialist area and aspects of inclusive learning.

Assessment evidence

Personal development record (linked to micro-teach).

Assessment criteria 2.1, 2.2, 2.3 and 2.4

A tutor presentation focusing on inclusive strategies could be used.

Learners follow up the tutor presentation with individual research, including references to their own specialist area.

A tutor presentation focusing on effective learning and teaching, including inclusive approaches, resources, assessment opportunities and opportunities for literacy, language, numeracy and ICT could also be used. This could be followed by group discussion and mini-presentations to focus on specific aspects of meeting student needs in selecting effective techniques, resources, assessment opportunities and opportunities for literacy, language, numeracy and ICT.

Assessment evidence

Personal development record, specific materials relating to functional skills.

Assessment criteria 3.1, 3.2 and 3.3

A tutor-led discussion on motivation and feedback, linked to group work on ground rules that promote respect for others.

Assessment evidence

Personal development record .

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2 and 3.3

Individual directed study into the effectiveness of approaches in specialist area.

Assessment evidence

Extended writing with referencing.

Indicative resource materials

Textbooks

Armitage A et al — *Teaching and Training in Post-Compulsory Education, 3rd Edition* (Open University Press, 2007) ISBN 9780335222674

Marshall B — *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

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

Journal

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

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Unit 25: Understanding the Principles and Practices of Assessment

Unit reference number:	**D/601/5313**
QCF level:	**3**
Unit type:	**Competence**
Credit value:	**3**
Guided learning hours:	**24**

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, Edexcel 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. Assessors should, 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 in this unit. 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.

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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	□ Functions, eg 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	□ Purpose, eg who is it for – learner, trainer, assessor, organisation, employer? Assessment as part of the learning or training cycle, eg to recognise prior learning, to identify specific assessment requirements; assessment of specific learning domains, eg Bandler and Grinder's psychomotor/ cognitive/affective – skills, knowledge or understanding.
		1.3	Explain the responsibilities of the assessor	□ Range of responsibilities, eg to the student, the employer, the organisation, occupational standards, awarding organisation; practical responsibilities, eg planning, managing and delivering assessment; maintaining the integrity of the qualification; student-centred assessment.

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Learning outcomes		Assessment criteria		Unit amplification
		1.4	Identify the regulations and requirements relevant to assessment in own area of practice	□ Regulatory bodies of standards, eg Ofqual, Sector Skills Councils, awarding organisations, Institute for Learning; other regulations, eg health and safety, equality and diversity/disability acts, data protection, safeguarding students during assessment; recording/tracking and logging assessment decisions, communicating decisions with students, standardisation, moderation and quality assurance of assessment.
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	□ Range of assessment methods for performance-based assessment of skills or knowledge-based assessment of understanding, individual or group assessment; fit for purpose, eg student needs, context; measures of achievement, eg performance criteria, assessment criteria, levels standards; practical limitations, eg 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	□ Formal, eg addressing regulations or standards, student, employer, business needs; timing of assessment, eg initial/pre-course, formative, summative, recognising prior learning; range of methods/activities to meet student needs, eg observation, performance evidence, discussion, witness/ student statement, tests, multiple-choice questions, written activity, reflective journal, verbal questioning; naturally-occurring evidence; specific needs.

Learning outcomes		Assessment criteria		Unit amplification
		3.2	Evaluate the benefits of using a holistic approach to assessment	□ Benefits, eg cost and time effectiveness, motivational for students, eg 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	□ Range of assessment requirements and opportunities, eg comprehensive approach, logical progression and sequencing, related to specific context, student needs, preferences, workplace; opportunities to use linkages particularly between knowledge and understanding to skills requirements, naturally occurring evidence, appropriate assessment opportunities, evidence appropriate to number of learning outcomes/assessment criteria.
		3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility	□ Organisational risks, eg organisational culture, appropriate opportunities for assessment, staff occupational or assessment experience; practical risks, eg health and safety, equality and diversity, data protection, specific occupational risks; student-based risks, eg occupational competence, responsibility, motivation; assessment risks, eg timing, range, sufficiency, bias, fairness.
		3.5	Explain how to minimise risks through the planning process	□ Clear criteria for assessment, eg 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, eg planning for health and safety, equality and diversity, negotiating with students, appropriate timing of assessment; clear recording, tracking, logging of assessment decisions.

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Learning outcomes		Assessment criteria		Unit amplification
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	□ Recognising needs, eg initial assessment, learning/training needs analysis, recognising current level of knowledge, understanding, skills and experiences; negotiating learning, eg targets, goals, objectives for assessment, self-assessment, 'bite-sized chunks', meaningful, relevant, motivation, engagement, involvement, individual responsibility; involvement with others, eg 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	□ Standards and criteria against which they will be assessed, eg awarding organisation requirements, occupational standards, other specific requirements; assessment plan, eg specific criteria they will be assessed against, timing, venue, methods, expected outcomes, opportunities for feedback, benefits of assessment, appeals procedure; requirements of the student, eg preparation, specific needs, activity, evidence required; assessment decisions.
		4.3	Explain how peer-and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning	□ Peer feedback, eg 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, eg 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.

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Learning outcomes		Assessment criteria		Unit amplification
		4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners.	□ Negotiating assessment needs with individual students, eg 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, eg digital recording, audio/visual, scribe.
5	Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: • sufficient • authentic • current	□ Understanding rules of evidence, eg 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.
		5.2	Explain how to ensure that assessment decisions are: • made against specified criteria • valid • reliable • fair	□ Range of evidence, eg clearly identified, current, appropriate criteria, valid currency, level, attributable; reliable and can be repeated or learning transferred; assessment decisions are fair, eg without bias and relate to the identified criteria, complying with organisation and/or industry, awarding body and government requirements, addressing specific student needs.

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Learning outcomes		Assessment criteria		Unit amplification
6	Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process	□ 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, ie 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	□ Organisation assessment policies and procedures, eg complying with Sector Skills Council, National Occupational Standards requirements; team, assessor standardisation, eg 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	□ Organisation policies and procedures, eg clearly-written appeals and grievance procedures, accessible systems for appeals, eg documents for appeals, appropriate staffing for management of appeals, confidentiality, non-discriminatory policy, application in practice, recording of outcomes, clear paper trail.
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	□ Policies for management of assessment evidence, eg portfolios, assessment records, observation records, physical evidence, student and witness statements; management of assessment records, eg storage and retrieval, confidentiality, data protection, use of technology; sharing information with relevant parties, eg students, other assessors, employer, colleagues, organisation; regulations covering sharing information, eg Ofqual, awarding organisation, Sector Skills Council, data protection.

Learning outcomes		Assessment criteria		Unit amplification
		7.2	Explain how feedback and questioning contribute to the assessment process	□ Supporting range of evidence; confirming learning, eg 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	□ Organisation policies and procedures, eg associated with Ofqual, awarding organisation requirements, Sector Skills Council/National Occupational Standards, specific requirements, eg confidentiality; health, safety and welfare; inclusion, equality and diversity; staff development needs, eg 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	□ Appropriate technology, eg 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, eg software, awarding organisation online provision, students managing own electronic records; security.

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Learning outcomes		Assessment criteria		Unit amplification
		8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	□ 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, eg visual/ auditory impairment, physical disability, bilingualism; flexibility in approach to planning of assessment and quality assurance, eg 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	□ Reflective practice, eg 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.

Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning

Unit reference number:	**Y/503/1242**
QCF level:	**3**
Unit type:	**Specialist**
Credit value:	**3**
Guided learning hours:	**12**

Unit aim

The aim of the unit is to enable learners to plan and deliver an inclusive learning and teaching session. It requires learners to deliver a micro-teaching session and to evaluate their own delivery practice.

This unit gives learners the opportunity to plan and deliver a micro-teaching session that reflects learning from *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)*. Learners will need to justify their selection of teaching and learning approaches, and how they will meet the needs of students.

Learners will have the opportunity to deliver their session plan and use selected resources and assessment methods. The session will enable learners to demonstrate ways to communicate and receive constructive feedback.

The unit includes opportunities for learners to evaluate their own practice. This is integral to both personal and professional practice.

When planning a learning session, learners should focus on the learning cycle in order to provide a framework that links theory with practice. This is in line with the Learning and Development alternatives. *Unit 13: Facilitate Learning and Development in Groups* and/or *Unit 14: Facilitate Learning and Development for Individuals* which can be used in place of this unit as part of a Level 3 qualification.

Assessment requirements

There is no requirement to undertake practice for this unit other than as a 60 minute micro-teaching for assessment purposes. 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. For the additional 45 minutes, learners can either deliver additional micro-teaching sessions or observe the micro-teaching sessions of other learners.

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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	Be able to plan inclusive learning and teaching sessions	1.1	Plan a session for learning and teaching that meets the needs of learners	□ Planning skills, eg student needs, level, subject, time management, range of methods, varied learning and teaching activities, resources, opportunities for functional skills, assessment opportunities.
		1.2	Justify the selection of approaches to meet the needs of learners	□ Teaching approaches, eg tutor-led, presentation, discussion, practical, research, fieldwork, distance or blended learning, ILT (information and learning technology).
		1.3	Plan assessment methods to meet the needs of learners	□ Specific outcomes, eg fit for purpose, student needs, session aims, subject content, checking learning, desired outcomes, student involvement; appropriateness, eg skills, knowledge or understanding, student feedback.
2	Be able to deliver inclusive learning and teaching sessions	2.1	Apply learning and teaching approaches to meet the needs of learners	□ Approaches, eg use of plan, time management, engaging and motivating learners by meeting needs, stimulation, variety, student-centred, inclusive approaches, flexible, use of ICT, small or large group activities, research.
		2.2	Use resources to meet the needs of learners	□ Appropriate resources, eg quality and quantity, fit for purpose, specialist knowledge and language, differentiated to level of needs, stimulating, appropriate to skills, adapted to purpose, quality, quantity, ICT, inclusive, re-useable.
		2.3	Communicate with learners to meet their needs and aid their understanding	□ Communication techniques, eg language, level, subject matter (technical language), pace, verbal and non-verbal, body language, to individual and group, encouraging student communication.

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Provide constructive feedback to learners	□ Feedback, eg directed, question and answer, written, spoken, group, individual, supportive. □ Constructive, eg praise criticism, praise (PCP), varied, specific, goal-orientated, appropriate.
3	Be able to evaluate own practice in delivering inclusive learning and teaching	3.1	Reflect on own approaches to delivering inclusive learning and teaching	□ Focus, eg self-assessment, evaluation of practice, strengths, needs, based on available evidence, use of feedback. □ Purposeful, eg delivery, subject requirements, needs, specific outcomes.
		3.2	Identify areas for improvement in own practice	□ Requirements, eg identified needs, specific areas, alternative approaches, ILP (individual learning plan), personal action plan, prioritising, CPD (continuing professional development).

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Information for tutors

Delivery

The delivery of this unit is based on the application of knowledge, skills and understanding in a practical context. For learners currently involved in teaching or training, this can take the form of teaching practice. For learners who are not involved in teaching or training, it is necessary to provide an equivalent opportunity for delivering learning and teaching through a micro-teaching session. In this context, the learning group becomes the teaching group for a peer-teaching session.

Learners currently in a teaching or training role could also deliver a micro-teaching session as this will give them the opportunity to work under tight time constraints and review their time-management skills. This also provides a safe environment in which to try different approaches. The micro-teaching requirements are detailed in the *Assessment requirements* section of this unit.

The purposes of the micro-teaching and teaching practice are to give learners the opportunity to:

- gain teaching experience and evaluate skills
- use a range of inclusive learning and teaching techniques
- use relevant resources
- use appropriate approaches to assessment in order to check learning
- get feedback from an experienced tutor and/or learners
- reflect on and evaluate their own practice and performance.

The micro-teach observation must be accompanied by individual reflection and action plans for further development. There also needs to be tutor feedback to advise learners of strengths and areas for improvement. This should include written feedback so that learners have a record. To encourage learners to share experiences and to gain a better understanding of the learning experience, learners' feedback should be sought.

Learners who are currently teaching should be encouraged to observe others in a classroom or delivery situation before completing assignments for different approaches or levels of experience. Through the micro-teaching sessions, learners will have the opportunity to reflect on approaches used by others. Since those delivering the micro-teaching may have limited experience, learners should also be encouraged to reflect on their tutor's approaches to planning and delivery.

A lesson observation pro forma for the micro-teach is available in *Annexe D*, along with a sample micro-teaching activity.

For learners who have teaching opportunities, formal feedback from at least one teaching practice should be used as an alternative to the micro-teaching to inform this unit.

Some centres may wish to approach the first four units (PTLLS) as a single, holistic, integrated activity based on the micro-teaching or teaching practice.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate just one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit includes tutor presentations, small-group activities, whole-group activities, individual activities and teaching practice.

The relationship between the units in the CTLLS qualification should be highlighted in order to demonstrate ways that the assignments, activities and assessment evidence can be related to more than one unit.

Introduction to unit

An appropriate amount of time must be given to explaining the requirements of the micro-teaching or teaching practice and relating this to the assessment criteria and other units.

Learning outcome 1

Tutor presentation on planning an inclusive learning and teaching session to cover required skills for the following areas: identifying nature of group/student needs, level, syllabus/curriculum requirements, selection of topic, time management, teaching method, learning activities, resources, opportunities for functional skills, assessment opportunities.

With tutor and peer support, learners select a topic and develop a plan, resources and assessment. This should take place in a secure environment with possibilities to discuss ideas with peers and tutor using the supplied pro forma. This could be followed by an individual written activity where learners justify their choice of approaches to reflect the needs of the subject and students.

Tutor-led discussion to review the principles of observation; this should establish how the inclusive teaching and learning session will be assessed.

Learning outcome 2

Teaching practice (micro-teach): each learner has 30 minutes to set up and deliver a micro-teaching session, summarise and obtain student feedback. Each learner then observes the rest of the learning group micro-teaching. The size of each group will depend on the number of learners and tutor-observers, the time and resources available.

Learning outcome 3

Once micro-teaching is complete, all learners evaluate their practice and that of others. Learners should examine their own learning in relation to the underpinning knowledge. Learners should have as many opportunities for reflection as possible; this is essential for developing flexibility in teaching and responsiveness to student needs.

Tutors gather student evaluation of course and written feedback for use in course review, followed by a tutor presentation on possible progression routes for learners on successful completion of the qualification.

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Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The overall assessment strategy focuses on the application of essential skills, knowledge and understanding. Learning activities should be based on appropriate, realistic and practical situations and should reflect a range of professional practice and assessment strategies.

Following the practical micro-teaching, the unit gives learners the opportunity to build a portfolio of evidence, including the completion of a personal summative profile and action plans. This can include tutor support for individual learner activities (with peer working where learners have the opportunity to support peers).

Evidence could include:

- learner self-assessment through reflection – where learners evaluate and analyse their own practice, skills and knowledge, producing action plans for further development
- peer assessment of learner performance, skills of feedback and communication from either teaching practice or micro-teaching
- tutor observation of learner performance – based on micro-teaching or teaching practice
- teaching materials, such as slideshow presentations, overhead transparencies, subject-specific items and handouts.

Additional assessment evidence could include: witness statements, awarding body specifications, additional session plans/schemes of work, additional materials to support session planning, specific materials relating to key/basic/essential skills/core curriculum, examples of assessment activities.

Assessment activities

Suggested assessment activities that cover the assessment criteria are given below. They are for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources. The personal development record referred to can be based on the sample provided in *Annexe E* and used for *Unit 21: Roles, Responsibilities and Relationships in Lifelong Learning (Level 3*). An alternative approach would be to combine the first four units of CTLLS into a single, holistic assignment to integrate principles, theory and practice more closely.

Assessment criteria 1.1, 1.2 and 1.3

Learners undertake a micro-teach assignment and use their personal development record (see *Annexe* E). They are required to plan a teaching session, justify choice of approaches and plan assessment methods that meet student needs.

Assessment evidence

Session plan, written statement, assessor observation and peer feedback.

Assessment criteria 2.1, 2.2, 2.3 and 2.4

As part of the micro-teach, learners show they can apply approaches and use resources to meet student needs. They will also communicate with students and provide constructive feedback in a way that meets their students' needs.

Assessment evidence

Samples of activities, resources, learning checks or assessment used during the session.

Assessment criteria 3.1 and 3.2

Learners reflect on their own approaches to delivering inclusive learning and teaching, identifying areas for improvement.

Assessment evidence

Summative personal statement and action plan

Indicative resource materials

Textbooks

Armitage A et al – *Teaching and Training in Post-Compulsory Education, 3rd Edition* (Open University Press, 2007) ISBN 9780335222674

Marshall B – *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

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

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

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Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning

Unit reference number:	**R/503/1238**
QCF level:	**4**
Unit type:	**Professional**
Credit value:	**3**
Guided learning hours:	**12**

Unit aim

The aim of this unit is to enable learners to plan and deliver an inclusive learning and teaching session. The unit requires learners to deliver a micro-teaching session and to evaluate their own delivery practice.

The unit focuses on using the learning cycle to provide a basic framework, linking theory with practice when planning a learning session. Learners will have an opportunity to use their knowledge and understanding to develop, plan, deliver and evaluate a micro-teaching session. Justification for the selected approaches to delivery will be expected.

Learners will have the opportunity to deliver and evaluate their session plan. They will be expected to demonstrate inclusive teaching and learning, using appropriate resources. Assessment will take place to gauge their effectiveness in engaging and motivating students. The micro-teaching session encourages learners to consider effective ways to communicate with their students and to receive constructive feedback.

Learners will evaluate their own practice in the light of underpinning theories and principles. Evaluation is integral to both personal and professional practice in achieving the standards required for a practising teacher, tutor or trainer and draws on knowledge and learning from all the units in the qualification.

Assessment requirements

There is no requirement to undertake practice for this unit other than 60 minute micro-teaching for assessment purposes. 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. For the additional 45 minutes, learners can either deliver additional micro-teaching sessions or observe the other learners' micro-teaching sessions.

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	Be able to plan inclusive learning and teaching sessions	1.1	Plan a session for learning and teaching that meets the needs of learners	□ Aims and objectives, eg specific, achievable, realistic, level, subject requirements; learning cycle, eg timings, range of methods, varied learning activities, resources, functional skills, assessment opportunities. □ Teaching, eg tutor-led, presentation, discussion, practical, research, fieldwork, distance or blended learning, ILT (information and learning technology).
		1.2	Justify the selection of approaches to meet the needs of learners	□ Specialist requirements, eg subject content, knowledge, understanding, skills. □ Learning cycle, eg experiential, experimentation, concrete experience, reflective observation, abstract conceptualisation. □ Learning styles, eg activist, reflector, theorist, pragmatist; inclusive, eg access, differentiated.
2	Be able to deliver inclusive learning and teaching sessions	2.1	Demonstrate inclusive learning and teaching approaches to engage and motivate learners	□ Engage and motivate students, eg valid, informative, stimulating, student-centred, equality of opportunity, differentiated, rewarding. □ Inclusive approaches, eg varied and flexible approaches, active learning, blended learning, use of ICT, peer working, small- or large- group activities, independent directed research.

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Learning outcomes		Assessment criteria		Unit amplification
		2.2	Demonstrate the use of appropriate resources to support inclusive learning and teaching	□ Specialist area requirements, eg specialist resources, accommodation, equipment, practicality, eg suitability, adaptability, flexibility, technical issues, fit for purpose, inclusive. □ Design, eg appropriate to student needs, language, style, quality, quantity, ICT, inclusive, adaptable, re-useable.
		2.3	Use assessment methods to support learning and teaching	□ Purpose, eg meeting needs of students and session aims, subject content, checking learning, suits purpose of session, outcomes. □ Methods, eg formal, informal, internal, external, assignment, project, exam, feedback, question and answer. □ Appropriateness, eg skills, knowledge or understanding, timely, suitable, opportunities to give students feedback.
		2.4	Communicate with learners to meet their needs and aid their understanding	□ Approach, eg vocabulary, level, subject matter (technical language), pace, verbal and non-verbal, body language, two-way process, awareness of barriers, jargon.
		2.5	Provide constructive feedback to learners	□ Feedback, eg question and answer, tutorial, written, spoken, group, individual. □ Constructive, eg PCP (praise, criticism, praise), varied, specific, goal-orientated, appropriate.
3	Be able to evaluate own practice in delivering inclusive learning and teaching	3.1	Review own approaches to delivering inclusive learning and teaching	□ Evaluation, eg tutor observation, student feedback, self-assessment, strengths, needs, opportunities, threats. □ Purposeful, eg delivery, subject requirements, student needs, inclusion, differentiation.
		3.2	Analyse how own inclusive learning and teaching practice can be improved to meet the needs of learners	□ Improvement, eg alternative approaches, ILP (individual learning plan), personal action plan, CPD (continuing professional development), SAR (Self Assessment Review).

Information for tutors

Delivery

If learners are not currently involved in teaching or training, it is necessary to create an opportunity for them to deliver learning and teaching through a micro-teaching session. In this context, the learning group becomes the teaching group for a peer-teaching session.

Learners currently in a teaching or training role could also deliver a micro-teaching session as this will give them the opportunity to review their time-management skills. It also gives them safe environment in which to try different approaches. Sessions could include individual micro-teaching on specific aspects of roles or responsibilities, selected theories of learning, or specific context-related assessment methods. The micro-teaching requirements are detailed in the *Assessment* section of this unit.

The purpose of the micro-teach is to give learners the opportunity to:

- use a range of inclusive learning and teaching techniques
- use relevant resources
- use appropriate approaches to assessment in order to check learning
- get feedback from an experienced tutor (and from learners, where appropriate)
- gain teaching experience and evaluate skills
- provide evidence in order to evaluate own practice.

A lesson plan pro forma is available in *Annexe D.*

The lesson observation must be accompanied by individual reflection and action plans for further development. There is also a requirement for tutor observation feedback in order to advise learners of their strengths and areas for improvement.

An observation feedback pro forma is given in *Annexe D.*

It is recommended that learners observe other learners and their tutors before they complete their assignments. This practice gives them an opportunity to appreciate different approaches in different contexts.

If it is not possible to offer a micro-teaching session for learners who are already teaching, then formal feedback from at least one teaching practice could be used as the basis of the assessment. Feedback from the learning group should also be collected to support the reflection and evaluation of the session. To allow learners to reflect on alternative approaches, the learning group should observe at least one experienced teacher. This could replace observation of peers.

This practical unit is designed to be delivered alongside *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*. Tutors are advised not to over-teach this unit. It is recommended that evaluation draws heavily on all the other units in the qualification for assessment evidence.

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Learning activities

The learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate just one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit include tutor presentations, small-group, and whole-group activities, individual activities and teaching practice.

The relationship between the units in the qualification should be highlighted in order to demonstrate ways that the assignments, activities and assessment evidence can be related to more than one unit.

Introduction to unit

An appropriate amount of time must be given to explaining the requirements of the micro-teaching or teaching practice and relating it to the assessment criteria and other units.

Learning outcome 1

There could be a tutor presentation on planning an inclusive learning and teaching session to cover required skills for the following areas: identifying nature of group/student needs, level, syllabus/curriculum requirements, selection of topic, time management, teaching method, learning activities, resources, opportunities for functional skills, assessment opportunities.

With tutor- and peer support, learners select a topic and develop a plan, resources and assessment. This should take place in a secure environment with possibilities to discuss ideas with peers and tutor using the supplied pro forma (see *Annexe D)*. This could be followed by an individual written activity where learners justify their choice of approaches to reflect the needs of the subject and students.

There could then be a tutor-led discussion to review the principles of observation. This should establish how the inclusive teaching and learning session will be assessed.

Learning outcome 2

Teaching practice (micro-teach): each learner has 30 minutes to set up and deliver a micro-teaching session, summarise and obtain student feedback. Each learner then observes the rest of the learning group micro-teaching. The size of each group will depend on the number of learners and tutor-observers and the time and resources available.

Learning outcome 3

Once the micro-teaching session is complete, learners evaluate their own practice and that of others. Learning should be examined in relation to the underpinning knowledge. Learners should have as many opportunities for reflection as possible; this is essential for developing and improving practice.

Tutors gather student evaluation of course – and written feedback for use in a course review. This is followed by a tutor presentation on possible progression routes for learners on successful completion of the qualification.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The overall assessment strategy for this unit focuses on the application of essential skills, knowledge and understanding in a practical teaching context. Learners' teaching activities should be based on appropriate, realistic and practical situations, and should reflect an appropriate range of professional practice and assessment strategies. Evidence can include:

- a lesson plan completed to indicate needs, timings, teaching methods, learning activities, resources and assessment opportunities
- teaching materials, such as slideshow presentations, overhead transparencies, subject-specific items, handouts
- tutor observation of performance, for example teaching or micro-teach observation pro forma
- peer assessment – feedback on performance, skills of feedback and communication from either teaching practice or micro-teaching, for example observation pro forma
- learner self-assessment through reflection – where learners evaluate and analyse their own practice, skills and knowledge, producing action plans for further development.

Additional assessment evidence can include: witness statements, awarding body specifications, additional session plans/schemes of work, additional materials to support session planning, specific materials relating to key/basic/essential skills/core curriculum, additional examples of assessment activities.

Extended writing, referencing and other aspects of a Level 4 standard should be evidenced through other units: *Unit 22: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)* and *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*.

While each programme of suggested activities can stand alone, they can also be combined at Level 3 to create a single reflective record, with supporting learning and teaching materials. At Level 4 the activities can provide the basis of three essay-style activities, with supporting learning and teaching and additional research materials.

Assessment activities

Suggested assessment activities that cover the assessment criteria are given below. These are for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria 1.1 and 1.2

- Learners undertake a micro-teach assignment and use their personal development record (see Annexe C). They should ensure they can justify the selection of approaches and include planning for any relevant assessment methods.

Assessment evidence

Session plan, assessor observation and feedback and peer feedback.

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Assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5

As part of the micro-teach session, learners show they can apply approaches and use resources and assessment methods to meet student needs. They will also communicate with their students and give them constructive feedback in a way that meets their needs.

Assessment evidence

Samples of activities, resources, learning checks or assessment used during the session.

Assessment criteria 3.1 and 3.2

Learners reflect on their own approaches to delivering inclusive learning and teaching, analysing how their practice can be improved to meet student needs.

Assessment evidence

Summative personal statement and action plan.

Indicative resource materials

Textbooks

Armitage A et al — Teaching and Training in Post-Compulsory Education, 3rd Edition (Open University Press, 2007) ISBN 9780335222674

Marshall B — *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

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

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

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

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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.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
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 28: Using Resources for Lifelong Learning

Unit reference number: Y/503/4917

QCF level: 3

Unit type: Specialist

Credit value: 3

Guided learning hours: 15

Unit aim

The aim of this unit is to enable learners to use resources in the delivery of inclusive learning and teaching and to be able to evaluate that use. It covers expectations regarding the minimum core in relation to using resources for inclusive learning and teaching.

The unit gives learners the opportunity to make practical use of resources to deliver sessions planned as part of the scheme of work in *Unit 17: Planning to Meet the Needs of Learners (Level 3)* or *Unit 18: Planning to Meet the Needs of Learners (Level 4)*. It develops work already undertaken in selecting resources that meet student needs in the micro-teaching session. This unit also focuses on using resources as part of inclusive learning and teaching approaches in order to promote equality and diversity. Learners will identify ways to adapt resources so that they engage and maintain the interest of all students as well as provide subject-related opportunities to generate naturally occurring evidence for aspects of the minimum core in language, literacy, numeracy and ICT.

The unit gives learners the opportunity to reflect on their own practice in selecting, using and adapting resources for their subject area in order to improve their own practice and to meet the needs of students.

This unit should be viewed in relation to *Unit 4: Assessing Learners in Lifelong Learning (Level 3)* and *Unit 8: Delivering Lifelong Learning (Level 3)* so that all aspects of learning and teaching are considered holistically. This unit also provides opportunities to review learning from *Unit 13: Facilitate Learning and Development in Groups (Level 3) or Unit 14: Facilitate Learning and Development for Individuals (Level 3)*, *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)* and *Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*.

Assessment requirements

This unit requires learners to undertake practice – with individuals, groups or a combination of both. Simulation is not permitted. Learners will need to be observed and assessed in a teaching and learning environment. Observations of the required practice can be formative and summative.

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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	Be able to use resources in the delivery of inclusive learning and teaching	1.1	Use resources to promote equality, value diversity and contribute to the learning process	□ Equality, eg matching student needs and abilities, appropriate to skills or knowledge, accessible. □ Diversity, eg visual, auditory, kinaesthetic, levels of language, format to meet the needs of students, including those with learning difficulties or disabilities. □ Contributing to learning, eg engaging, promoting student independence, blended learning approaches.
		1.2	Identify the benefits and limitations of resources in the delivery of inclusive learning and teaching	□ Benefits, eg immediate impact, reinforcing, memorable, stimulating, varying approaches. □ Limitations, eg availability, cost effectiveness, single or limited use, currency, overuse. □ Inclusive delivery, eg focus on learning rather than teaching, varying teaching approaches, engaging with different learning styles and students, supporting learning.
		1.3	Use resources to enable inclusive learning and teaching	□ Inclusive delivery, eg focusing on learning rather than teaching, varying teaching approaches, engaging with different learning styles, adaptable to meet different student needs, learning-beyond-teaching, additional support if required.

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Adapt resources to meet the needs of learners and delivery models	□ Needs of learners, eg changing background colour for presentations or handouts, altering font type or size, adding or removing images, electronic format. □ Delivery models, eg varying style of presentation slides, altering pace of delivery, alternative resources, supplementing auditory with visual- and hands-on, additional support.
2	Understand expectations of the minimum core in relation to using resources for lifelong learning	2.1	Explain how minimum core elements can be demonstrated when using resources for lifelong learning	□ Language, eg awareness of factors affecting language use including multilingualism and English for speakers of other languages, different skills and attitudes. □ Literacy, eg determining ability to participate in learning, font, readability, images. □ Numeracy, eg capacity of number skills to support problem solving, processing and analysis of data. □ ICT, eg computer-aided learning, skills in understanding and using technology, learning packages.
		2.2	Apply minimum core elements when using resources for lifelong learning	□ Language, eg suited to audience, focus for discussion, prompt for questioning, student presentations. □ Literacy, eg tasks designed to develop writing skills, researching information, note-taking. □ Numeracy, eg tables, graphs for interpreting results, data for problem solving activities. □ ICT, eg internet research, e-assessment, word processing, presenting information.

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Learning outcomes		Assessment criteria		Unit amplification
3	Be able to evaluate own use of resources in the delivery of inclusive learning and teaching	3.1	Reflect on own practice in using resources to meet the needs of all learners	□ Using resources, eg confidence in use, selection, organisation, management of learning, timing and pacing of use, risk assessment. □ Meeting needs of students, eg feedback from students or others, achievement of learning objectives, fit for purpose, engaging and motivating students, adaptability.
		3.2	Identify ways to improve own practice in using resources to meet the needs of all learners	□ Using resources, eg increased adaptability, researching and developing new technologies and resources, updating subject knowledge or technical expertise, developing skills and self-confidence. □ Meeting needs of all students, eg researching resource requirements of specific students, recognising and addressing issues of equality and diversity, modification of support materials, new modes of delivery to use technologies to extend and enhance learning and teaching.

Information for tutors

Delivery

Many of the learning outcomes for this unit can be demonstrated through teaching practice. Delivery, therefore, should focus on a practical approach that learners can develop through their own practice. The basics of this unit will have been addressed in *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3).* There are also practical links between this unit and *Unit 4: Assessing Learners in Lifelong Learning (Level 3)*, *Unit 8: Delivering Lifelong Learning (Level 3)* and *Unit 17: Planning to Meet the Needs of Learners (Level 3)*. Making these practical links aids an integrated approach.

It is recommended that centres use an appropriate range of teaching and learning methods for learners to meet all the learning outcomes in the unit. For the CTLLS qualification units, the range of teaching and learning methods should build on approaches taken in *Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)*, as this will help to avoid duplication. It has been suggested in earlier units that tutors use Kolb's experiential learning cycle (based on 'Activity', 'Review', 'Theory' and 'Apply') to select resources and justify choices for a micro-teaching session. This unit provides an opportunity to extend the work of earlier units by including the use of resources to promote equality through providing opportunities for valuing diversity. One way to do this is through visiting specialists able to highlight to learners, the specific learning needs or difficulties such as dyslexia or visual impairment.

Tutors should give learners opportunities to make judgements based on their own experiences. Learners can then try 'learning by experience' strategies with their students. Learners could be given access to resources that vary in quality and then asked to choose those resources they think meet students' needs for equality and diversity. It is important that learners appreciate the range of resources available to support both learning and teaching. They should also recognise that teaching and learning are not always the same thing. This needs to be developed beyond resources such as handouts, tools or equipment, to include opportunities offered by the physical environment and to relate learning to students' own experiences.

Learners could also demonstrate their own understanding of the benefits and limitations of resources through selecting examples from their own teaching. Individual learners could then give a mini-presentation to the group to explain the benefits of a good resource and the limitations of a poor resource. This should be followed with an explanation of how they would adapt resources to meet the needs of different students and delivery models. This enables learners to compare their use of resources with that of others and to try out new approaches when 'teaching' their peers. Learners should be encouraged to use or explore approaches that they might not otherwise use with their own students.

Delivery should be dynamic and reinforce the principles of good practice at the appropriate level. It is important not to 'over-teach' this unit. Instead, wherever possible, the focus should be on learner-centred approaches.

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Delivery of this unit also provides opportunities to integrate minimum core elements into resources for lifelong learning. Learner presentations and discussion provide practical evidence of using language appropriate for different contexts and audiences. Similarly, examples of handouts could be used to provide evidence for literacy skills. Demonstrating numeracy elements in a learning and teaching context could be achieved through a case study which contains tables or other forms of data. ICT could be incorporated into the delivery of learner presentations by asking them to use it to adapt a paper-based resource. This could take the form of creating a slide show or an intranet page. The use of ICT should be encouraged for setting up forums or discussion groups to support the sharing of skills, knowledge and experiences.

Reflection and evaluation are very important in this unit. There are three main opportunities linking to learning and teaching resources:

- self-evaluation as a part of a formal session evaluation. There should be focus on the effectiveness of resource use
- reflecting on own practice in using resources. This would be part of observation feedback that follows observed teaching practice
- personal reflection on use of resources and ways to improve own practice through an Individual Learning Review or other form of reflective journal.

Given the strong similarities in the assessment criteria and content between this unit and the Level 4 unit with the same title, it is possible for the units to be delivered together.

Centres using the Learning and Development alternative unit, *Unit 10: Develop and Prepare Resources for Learning and Development (Level 4),* may wish to adopt a different approach to the delivery of this unit.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate just one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit includes tutor presentations, small-group, whole-group and individual activities.

Centres may wish to approach delivery by integrating the theory with the practical assessment for each individual unit or as a single, holistic, integrated activity covering the core units. The learning activities suggested below follow the single-activity approach but are designed to combine with other units, particularly those in CTLLS, to form a continuous programme.

While the delivery of this unit may take place over a defined timescale, the generation of evidence is ongoing throughout delivery of the units in the CTLLS qualification, through teaching practice and the generation of a teaching practice portfolio. Tutors could undertake a review halfway through the course or between the core and optional units.

Introduction to unit

Time should be given to tutor-led discussion of the assessment activity, along with the links between the units, the use of teaching practice as a part of learners' own learning processes and overlapping evidence from the workplace.

Learning outcome 1

These activities address assessment criteria 1.1, 1.3 and 1.4 through practice.

A tutor presentation could be used summarising the need for specialist resources, accommodation, equipment and aspects of suitability to the learning and teaching of skills, knowledge or understanding. Tutor highlights the need to appreciate the quality of different resources in relation to different students and contexts.

Activity on use of resources in the delivery of inclusive learning and teaching. Review of individual teaching practice using individual task sheets for each of the selected resources (for example handouts, textbooks, slide shows, equipment, intranet) as appropriate. Learners use a rating scale to establish the value of resources in terms of key aspects: adequate, fit for purpose, available when required, accessible to all, engaging and stimulating for all students, appropriate to all students' skills, matching students' knowledge level, related to rate at which students learn.

The tutor-led activity could be followed by a matching activity involving the whole group. Cards are provided with an example or description of a resource which then has to be placed under one of three headings: visual, auditory or kinaesthetic learning styles. This is then followed by whole-group discussion of choices and fitness for purpose.

A small-group activity could be used to address issues of diversity. A single resource, for example a generic handout, is provided to each of three groups. One group makes the handout suitable for academic students, one group adapts it for students with learning difficulties and one group for students whose first language is not English. The activity should be followed by group feedback and discussion, focusing on aspects such as suitable design, style and language in engaging students.

A tutor presentation or presentation from a visiting speaker could explore the promotion of student independence and use of technologies that may not be generally available to all learners.

Another presentation could explain ways to adapt material resources to meet different student needs, for example changing background colour for presentations or handouts, changing font type or size, adding or removing images, varying style of presentation slides, offering alternative resources and use of learning support.

Learning outcomes 1 and 3

These activities address assessment criteria 1.2, 3.1 and 3.2 through use of the personal development record.

Learners undertake individual research, based on teaching practice to identify the benefits and limitations of resources in the delivery of inclusive learning and teaching. Learners prepare and deliver a mini-presentation on a selected example of a good resource (for individual students and subject) and explain the use and benefits to the group. They then contrast this with a selected example of a poor resource and explain how it could be adapted to meet the needs of a specific student. Learners take notes of examples of good and poor resources from the mini-presentations, along with ways to adapt resources for use in their own practice.

Following the presentations, a whole-group discussion and tutor summary could highlight aspects that may have been overlooked, for example resource impact, stimulation, cost effectiveness, currency, overuse and the need of a resource to focus on learning rather than teaching as a means of improving individual practice.

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Learning outcome 2

A specialist-led activity could be linked to the personal development record and teaching practice. A key skills or equivalent specialist could lead a discussion on opportunities for literacy, language, numeracy and ICT when selecting and using resources. This will help reinforce links between different aspects of learning. If it is not possible to arrange for a visiting specialist, then independent research and mini-presentations or group discussion based on findings could be used.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Through the delivery suggestions for the unit, learners will already have an understanding of resources such as slide shows, task sheets, card matching and the use of the group as a resource. Learners should also be familiar with gathering examples of resources from their own practice and mini-presentations which they can use as evidence.

In order to support this evidence, learners can also include:

- self-assessment such as an personal development record or reflective journal, for example reflective elements of the mini-presentations and group activities
- peer assessment, for example peer feedback from mini-presentations
- self-evaluation as part of teaching practice evaluation
- tutor/observer record – record of feedback focusing on the use of resources in the delivery of learning and teaching
- witness statements where the use of resources has been observed, though not as part of the teaching practice
- record of professional discussion focusing on resources and adapting them to different needs.

It is essential that the assessment of this unit is viewed in relation to *Unit 4: Assessing Learners in Lifelong Learning (Level 3)*, *Unit 8: Delivering Lifelong Learning (Level 3)* and *Unit 17: Planning to Meet the Needs of Learners (Level 3)*. This will help learners consider all aspects of the assessment of learning and teaching as a whole. This unit also gives learners opportunities to review evidence relating to resources from the micro-teaching session. This links to two primary sources of assessment evidence:

- teaching practice portfolio – covering the requirements of teaching practice and a minimum of three observed sessions to specifically include samples of resources used in the planning and delivery of the scheme of work
- individual learning review, or reflective journal, to record personal observations and learning in relation to resource selection and use for this specific unit: what constitutes a good or poor resource, equality and diversity issues when selecting resources, minimum core opportunities.

Assessment activities

Suggested assessment activities that cover the assessment criteria are given below. These are for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria 1.1, 1.3 and 2.2

Learners undertake practical teaching activities. As part of each of the three observed teaching practice sessions selected from their scheme of work, learners use resources to contribute to inclusive learning and teaching, to promote equality, diversity and to contribute to the learning process. It should include at least one example of addressing an aspect of the minimum core through the use of a resource.

Assessment evidence

Session plans, sample resources, observation record(s).

Assessment criterion 1.4

Learners undertake (observed) practical teaching activities, demonstrating how they adapt the selected resources to meet the needs of at least one specific kind of student and one specific delivery model.

Assessment evidence:

Sample resources and observation record(s).

Assessment criterion 1.2

This could form part of the evaluation of teaching session(s) and/or professional discussion records. Using personal development records, learners review the benefits and limitations of the resources selected and used in the delivery of their three selected sessions.

Assessment evidence

Written reflection, for example session evaluation.

Assessment criterion 2.1

Individual reflective activity, professional discussion records. Based on their mini-presentation, individual learners explain what makes a good resource for students and how this can be used to provide for equality and diversity when selecting inclusive learning and teaching resources. Their learning record should also explain how the use of resources can include minimum core elements.

Assessment evidence

Session evaluation and personal development record.

Assessment criteria 3.1 and 3.2

Individual reflective activity, professional discussion records. Learners use completed session evaluations to review their own use of resources. They should focus on identifying ways to improve their own practice in using and adapting resources to meet subject needs, student needs and opportunities for the minimum core.

Assessment evidence

Session plans, observation report and personal development record.

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Indicative resource materials

Textbooks

Marshall B – *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

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

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

Journal

Times Educational Supplement – FE Focus

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.businessballs.com	Educational resources
www.crll.org.uk	Centre for Research in Lifelong Learning
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) LSIS Excellence Gateway
www.geoffpetty.com	Geoff Petty online teaching and learning resources
www.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
www.niace.org.uk	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)
www.vital.ac.uk	Open University and Department for Education professional development programme and resources

Unit 29: Using Resources for Lifelong Learning

Unit reference number: D/503/4918

QCF level: 4

Unit type: Professional

Credit value: 3

Guided learning hours: 15

Unit aim

The aim of this unit is to enable learners to use resources in the delivery of inclusive learning and teaching and for them to be able to evaluate that use. The unit covers expectations regarding the minimum core in relation to using resources for inclusive learning and teaching.

This unit gives learners the opportunity to develop their understanding of the role and importance of resources in planning and delivering inclusive learning. This will provide the underpinning knowledge required learners to select of resources when designing sessions for *Unit 18: Planning to Meet the Needs of Learners (Level 4)* and considering whether resources meet the needs of learners in *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)* in the micro-teaching session.

It is important that learners understand the principles behind developing resources to promote equality and diversity as a part of inclusive learning and teaching approaches. This understanding will help learners identify where resources do not meet the needs of all students, and the benefits and limitations of the resources.

The unit also addresses the need to use resources to provide subject-related opportunities. This will help to generate naturally-occurring evidence to cover aspects of the minimum core in language, literacy, ICT and numeracy.

In addition to the linked units mentioned above, tutors should view this unit in conjunction with *Unit 5: Assessing Learners in Lifelong Learning (Level 4)* and *Unit 9: Delivering Lifelong Learning (Level 4)* so that all aspects of learning and teaching are considered holistically. This unit also gives learners opportunities to review learning from *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)* and *Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*. Alternatively, the Learning and Development units, *Unit 13: Facilitate Learning and Development in Groups (Level 3), Unit 14: Facilitate Learning and Development for Individuals (Level 3)* or *Unit 16: Manage Learning and Development in Groups (Level 4)* may be used.

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Assessment requirements

This unit requires learners to undertake practice – with individuals, groups or a combination of both. Simulation is not permitted. Learners will need to be observed and assessed in a teaching and learning environment. Observations of the required practice can be formative and summative.

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	Be able to use resources in the delivery of inclusive learning and teaching	1.1	Use resources to promote equality, value diversity and contribute to the learning process	□ Equality, eg matching student needs and abilities, appropriate to skills or knowledge, accessible, range of language, appropriate use of imagery. □ Diversity, eg varied resources, visual stimulation, variety of auditory input, multi-sensory approaches for the kinaesthetic student, varied levels of language or literacy levels (eg where English is not the first language), formatted for students with learning difficulties or disabilities. □ Contributing to learning, eg engaging and stimulating, student friendly, promoting student independence, adapted for blended and flexible learning approaches.
		1.2	Review the benefits and limitations of resources in the delivery of inclusive learning and teaching	□ Benefits, eg immediate impact, supporting and reinforcing learning, stimulating and memorable, varying approaches to suit learning styles, hands-on, adapted to individual learning needs. □ Limitations, eg availability, cost effectiveness, single or limited use, currency, overuse, appropriate to levels of language/literacy, adaptability.
		1.3	Use resources to enable inclusive learning and teaching	□ Inclusive delivery, eg focusing on learning rather than teaching, varying teaching approaches, engaging with different learning styles, adaptable to meet different student needs, learning-beyond-teaching, additional support if required.

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Learning outcomes		Assessment criteria		Unit amplification
		1.4	Adapt resources to meet the needs of learners and delivery models	□ Needs of learners, eg changing background colour for presentations or handouts, changing font type or size, use of white space for handouts, SMOG (Simplified Measure of Gobbledygook) readability level, adding or removing images, use of electronic format, models to overcome language aspect of learning, appropriate equipment to allow for hands-on. □ Delivery models, eg varying style of presentation slides, altering pace of delivery, alternative resources, supplementing auditory with visual and hands-on, materials or tools for practical activities, student-centred equipment, additional support.
2	Understand expectations of the minimum core in relation to using resources for lifelong learning	2.1	Review ways in which minimum core elements can be demonstrated when using resources for lifelong learning	□ Language, eg awareness of factors affecting language use including multilingualism and ESOL (English for Speakers of Other Languages), different levels of language skills, subject specific language, language used in presentations. □ Literacy, eg determining ability to participate in learning, legibility of different fonts, SMOG (readability), use of images, opportunities to promote literacy. □ Numeracy, eg data collection, capacity of number skills to support problem solving, processing of information using statistics, analysis of statistical data. □ ICT, eg teaching tools, computer-aided learning, skills in understanding and using technology, learning packages, flexible or blended learning approaches.

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Apply minimum core elements when using resources for lifelong learning	□ Language, eg suited to audience, focus for teaching or discussion, prompt to questioning, promoting equality, range of language, encouraging students to use language skills. □ Literacy, eg promoting range of written language and reading skills, researching using range of resources for information, tasks designed to develop writing skills, note-taking, instructions and manuals to support practical skills. □ Numeracy, eg tables for collecting data, charts, tables of numerical values, graphs for interpreting results, data for problem solving activities, spreadsheets. □ ICT, eg word processing or assignments, spreadsheets, digital imagery, presenting and interpreting information, internet or intranet research, electronic storage of materials, e-assessment.
3	Be able to evaluate own use of resources in the delivery of inclusive learning and teaching	3.1	Review own practice in using resources to meet the needs of all learners	□ Using resources, eg appropriate to subject, relevant to meet variety of student needs, appropriate use in timing and pacing of learning, confidence in use, organisation and fit for purpose, effective use in management of learning, appropriate level of risk assessment. □ Meeting needs of students, eg feedback from students or others, achievement of learning objectives, addressing equality and diversity requirements, fit for purpose, engaging and motivating students, adaptability to range of needs.

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Learning outcomes		Assessment criteria		Unit amplification
		3.2	Analyse ways to improve own practice in using resources to meet the needs of all learners	□ Using resources, eg familiarisation to build skills and self-confidence, working alongside experienced practitioner, increasing adaptability by researching alternative approaches, developing new technologies, researching new resources, updating subject knowledge, developing technical expertise. □ Meeting needs of all students, eg researching resource requirements of specific students, updating own practice in recognising and addressing issues of equality and diversity, researching options for modification of support materials, developing new modes of delivery to use technologies to extend and enhance learning and teaching.

Information for tutors

Delivery

At Level 4, delivery can focus more on individual research than on tutor input. This engages learners more directly in the learning process and reflects the required expectations of the CTLLS qualification at Level 4. It also involves learners in researching and preparing materials that they can then use in portfolio building. However, given the strong similarities in the assessment criteria and content between this unit and the Level 3 unit with the same title, it is possible for the units to be delivered together.

Some of the learning outcomes for this unit are identical to those in the Level 3 unit with the same title, and can be demonstrated through teaching practice. Delivery should focus on a practical approach that learners can develop through their own practice and build on *Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4).* It is essential that learners appreciate the practical links with this unit and the units dealing with planning, delivering and assessing lifelong learning.

In delivering Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4), Kolb's experiential learning cycle was suggested as a framework for planning the micro-teaching session. To evaluate the role of resources in learning, it would be useful to extend this to include visual, auditory and kinaesthetic as a means of classifying resources. Delivery of this unit should extend learners' understanding of the importance of using resources to promote equality and diversity. This could be achieved through individual research. For the Level 3 version of this unit, it is suggested that visiting specialists are used to highlight specific learning needs. At Level 4, it is more appropriate for learners to undertake the research themselves and then use mini-presentations to feed back to other members of the group. This also allows learners to build up teaching practice hours with groups of individuals, adopt teaching strategies they might not use with their own students and receive peer- and tutor feedback.

This unit provides opportunities to integrate minimum core elements into other aspects of lifelong learning, particularly through learner presentations. Using the internet should be encouraged for setting up forums or discussion groups to support the sharing of skills, knowledge and experiences between members of the group.

Reflection and evaluation are very important in this unit. There are four main opportunities for linking this to learning and teaching resources:

- self-evaluation as part of a formal session evaluation. There should be focus on the effectiveness of resource use
- reflecting on own practice in using resources. This would be part of observation feedback that follows observed teaching practice
- evaluation of information gained through research. The information should be related to individual practice and context, with particular reference to issues of equality and diversity
- personal reflection on practice in using resources and ways to improve own practice through an Individual Learning Review or other form of reflective journal

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Centres using the Learning and Development alternative unit, *Unit 10: Develop and Prepare Resources for Learning and Development (Level 4),* might wish to adopt a different approach to the delivery of this unit.

This unit requires learners to research relevant issues around the design and use of resources. The purpose of this is to develop learners' understanding of how resources should be used to meet the needs of students. Learners should relate their research to their practical experiences in order to make informed decisions that can be used to develop their own practice. The suggested delivery approaches for this unit will enable learners to experience a variety of resources from their own practice and from the practice of others in the group, and to adapt resources for different student needs. These activities will contribute to the portfolio building for this unit.

To support the evidence of examples of resources, learners could also include:

- learner self-assessment, for example an personal development record, reflective journal or the reflective elements of mini-presentations and group activities
- peer assessment, for example peer feedback following mini-presentations
- self-evaluation (as a part of teaching practice evaluation)
- tutor/observer record of feedback, focusing on the use of resources as a part of the delivery of learning and teaching
- witness statements where the use of resources has been observed, though not as part of the teaching observation requirements
- record of professional discussion linked specifically to the resourcing of learning.

For all aspects of the assessment of learning and teaching to be seen as a whole, it would be helpful for the assessment of this unit to be considered alongside the corresponding Level 4 units: *Unit 5: Assessing Learners in Lifelong Learning (Level 4)*, *Unit 9: Delivering Lifelong Learning (Level 4)* and *Unit 18: Planning to Meet the Needs of Learners (Level 4*). This unit also provides opportunities to review learning from the micro-teaching unit. In addition to written assignments, it is essential that individual learners keep samples of resources used in planning and delivery in their teaching practice portfolio.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate just one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit includes tutor presentations, small-group, whole-group activities and individual activities. Centres may wish to approach delivery by integrating the theory with the practical assessment for each individual unit or as a single, holistic, integrated activity covering the core units. The learning activities suggested below follow the single-activity approach but are designed to combine with other units, particularly those in CTLLS, to form a continuous programme.

While the delivery of this unit may take place over a defined timescale, the generation of evidence is ongoing throughout delivery of the units in the CTLLS qualification, through teaching practice and the generation of a teaching practice portfolio. Tutors could undertake a review halfway through the course or between the core and optional units.

Introduction to unit

Time should be given to tutor-led discussion of each of the assessment activities, along with the links between the units, the use of teaching practice as a part of learners' own learning processes and overlapping evidence from the workplace.

Learning outcome 1

These activities address assessment criteria 1.1, 1.3 and 1.4 through practice.

A tutor presentation could be given summarising the need for specialist resources, accommodation, equipment and aspects of suitability to the learning and teaching of skills, knowledge or understanding. The tutor highlights the need to appreciate the quality of different resources in relation to different students and contexts.

A tutor-led activity on use of resources in the delivery of inclusive learning and teaching. A review of individual teaching practice using individual task sheets for each of the selected resources (for example handouts, textbooks, slide shows, equipment, intranet) as appropriate. Learners use a rating scale to establish the value of resources in terms of key aspects: adequate, fit for purpose, available when required, accessible to all, engaging and stimulating for all students, appropriate to all students' skills, matching students' knowledge levels, related to the rate at which students learn.

The tutor-led activity could be followed by a matching activity involving the whole group. Cards are provided with an example or description of a resource which then has to be placed under one of three headings: visual, auditory or kinaesthetic learning styles. This is then followed by whole-group discussion of choices and fitness for purpose.

A small-group activity could be used to address issues of diversity. A single resource, for example a generic handout, is given to each of three groups. One group makes the handout suitable for academic students, one group adapts it for students with learning difficulties and one group for students whose first language is not English. The activity should be followed by group feedback and discussion, focusing on aspects such as suitable design, style and language in engaging students.

A presentation from a tutor or visiting speaker could explore the promotion of student independence and the use of technologies that may not be generally available to all learners.

Another presentation could explain ways to adapt material resources to meet different student needs, for example changing background colour for presentations or handouts, changing font type or size, adding or removing images, varying style of presentation slides, offering alternative resources and use of learning support.

Learning outcomes 1 and 3

These activities address assessment criteria 1.2, 1.3, 1.4, 3.1 and 3.2 through use of the personal development record.

Individual research undertaken by learners who select and analyse examples from their own teaching, demonstrating their understanding of the benefits and limitations of resources in the delivery of inclusive learning and teaching.

Learners prepare and deliver a mini-presentation on their selected example of a good resource (for individual students and subject) and explain the use and benefits. They then contrast this with their selected example of a poor resource. It is important that the mini-presentation is supported by findings from the learner's own research in the area of delivering inclusive learning and teaching. This could be followed by an explanation of how to adapt specific resources to meet the needs of

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different students and models. The presentation could include, for example, adapting a paper-based resource with the aid of ICT. This would help learners to review their own practice in using resources to meet the needs of learners, as well as to explore alternative approaches to the use of resources.

Following the presentations, a whole-group discussion and tutor summary could highlight aspects that may have been overlooked, for example resource impact, stimulation, cost effectiveness, currency, overuse. Referring to examples from their own practice and mini-presentation, individual learners could then analyse ways to improve their practice in using resources to meet the needs of all learners, including the use of a resource to focus on learning rather than teaching as a means of improving individual practice.

Learning outcome 2

This activity is linked to the personal development record and teaching practice. Learners give mini-presentations to show how minimum core elements can be demonstrated when using resources for lifelong learning. It is important that the mini-presentation is supported by findings from the learner's own research in the area of reviewing ways in which minimum core elements can be demonstrated in the use of resources for lifelong learning. Learners should provide practical evidence of using resources that incorporate language skills appropriate to different contexts and audiences. The presentations and examples of handouts could provide resource-based evidence for literacy skills. Demonstrating numeracy elements in a learning and teaching context could be achieved through reference to a case study which contains tables or other forms of data. ICT could also be incorporated into learner presentations.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Assessment activities

Below are some suggested assessment activities that cover the assessment criteria. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

At Level 4, learners need to show evidence of individual research and extended writing. Whilst a number of assessment criteria are identical at Level 3 and Level 4, the Level 4 learner should be provided with the appropriate degree of challenge, including the requirement to draw evidence from a variety of sources and provide clear links between practice and theory through including reference to underpinning knowledge.

Assessment criteria 1.1, 1.3, 1.4 and 2.2

Learners undertake practical teaching activities, using resources to contribute to inclusive learning and teaching, to promote equality, diversity and contribute to the learning process. During each observed session, they should demonstrate adapting of selected resources to meet the needs of at least one specific group of students and one specific delivery model. Learners should also include at least one example of addressing an aspect of the minimum core when using a resource.

Assessment evidence

Session plans, sample resources and observation records.

Assessment criteria 1.2, 2.1, 3.1 and 3.2

Research, materials prepared for presentations and workshops can all be used for these activities. Learners review the benefits and limitations of the resources selected for their mini-presentations. They should explain what makes an effective resource in their teaching context and how it can be used to provide for equality and diversity when selecting appropriate learning and teaching resources.

Learners review their use of resources, identifying ways of adapting resources to meet the needs of their subject and all their students, as well as providing opportunities for incorporating the minimum core. The activities should include reference to the resources adapted for a specific student and the resources adapted using ICT. Learners should review the steps they now need to take to improve their own practice in using resources for inclusive learning and teaching.

Assessment evidence

Assignments, samples of resources, examples of pre- and post-adapting of resources for students, delivery model.

Indicative resource materials

Textbooks

Marshall B – *Preparing to Teach in the Lifelong Learning Sector BTEC Level 3* (Pearson, 2007) ISBN 9781846900242

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

Journal

Times Educational Supplement – FE Focus

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.businessballs.com	Educational resources on the web
www.crll.org.uk	Centre for Research in Lifelong Learning
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) LSIS Excellence Gateway

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www.geoffpetty.com	Geoff Petty online teaching and learning resources
www.ifl.ac.uk	Institute for Learning
www.lifelonglearning.co.uk	Lifelong Learning website
www.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
www.niace.org.uk	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)
www.vital.ac.uk	Open University and Department for Education Professional Development Programme and resources

Unit 30: Wider Professional Practice

Unit reference number:	**J/503/4928**
QCF level:	**5**
Unit type:	**Professional**
Credit value:	**12**
Guided learning hours:	**30**

Unit aim

The purpose of the unit is to enable learners to understand and apply the concept of professionalism and core professional values, policies and regulatory requirements in the lifelong learning sector. It enables the learner to contribute to quality improvement and quality assurance systems and procedures, develop wider skills and to evaluate and improve their wider professional practice.

In order to carry out their responsibilities effectively, teachers and teaching teams need to appreciate the importance of core professional standards and, in particular, how they relate to individual personal and professional development. It is particularly important for the professional to appreciate the impact on lifelong learning of government policy and regulatory and funding bodies.

The professional has a vital role in promoting equality and diversity and providing opportunities for promoting wider skills in order to contribute to economic growth and community development. This unit highlights the need for the teacher to be prepared to take an active part in evaluation, ensuring the reliability of data and contributing to quality assurance and improvement. The unit gives the learner the opportunity to identify opportunities for personal and professional development.

Assessment requirements

The learning outcomes for this unit must be assessed through teaching practice. Simulation is not permitted.

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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 concept of professionalism and core professional values in the lifelong learning sector	1.1	Analyse key aspects of professionalism in the lifelong learning sector	□ Professionalism in the lifelong learning sector, eg professionalism versus managerialism, concepts of leadership, national bodies, professional standards, national standards for teachers and trainers in the lifelong learning sector, professional body, status recognition through QTLS (Qualified Teacher in Lifelong Learning Sector), current developments in vocational and educational areas, monitoring curriculum developments in own subject or vocational area, updating knowledge and skills, research and study related to professional practice, professional recognition, higher qualifications.
		1.2	Reflect on ways in which professional practice promotes equality of opportunity and values diversity	□ Promoting equality and diversity, eg celebrating differences, engaging range of students and learning styles and needs, diversity in race, embracing cultural differences, religious beliefs, addressing gender issues, acknowledging difficulties that hinder language learning and skills development, addressing social inequalities, recognising differences in perspectives and perceptions, widening horizons, sharing experiences, offering equality of opportunity and for progression, addressing learning disabilities, providing support for physical disabilities, promoting access for all.

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain the contribution of learning to personal development, community development and economic growth	□ Personal development, economic growth and community development, eg raising standards, promoting widening participation, initiatives for social inclusion, engaging under-represented groups, reflecting local employment needs, identifying and addressing local and regional skills-gaps, market research into community needs, responding to composition of local communities, establishing links with commercial and business activity, responding to and promoting employment opportunities, partnerships and collaboration, engaging with local communities, supporting local initiatives, encouraging investment.
		1.4	Analyse the impact of own professional values on learning and teaching	□ Impact of professional values, eg working towards national professional standards for teachers, tutors and trainers in the lifelong learning sector, improving professional qualifications, engaging with other professional bodies, promoting professionalism, advising organisation policies and procedures, audit of competence, promoting quality in teaching and learning, providing personal and professional codes of practice, establishing and sharing best practice, targets for raising personal standards, engaging in continuing personal and professional development opportunities.
2	Understand policies and regulatory requirements relating to the lifelong learning sector	2.1	Analyse the implications for and impact of government policies on practice in the lifelong learning sector	□ Government policies, eg widening participation, disability discrimination and equality acts, lifelong learning sector, national professional standards, minimum core requirements, targets and benchmarking, national qualifications framework, use of information and communication technology, learning networks, LSIS, Curriculum 2000, 14–19 Agenda, apprenticeships, basic and functional skills (SfL), standardisation in qualifications and curriculum (QCA), National Training Organisations (NTOs), National Occupational Standards (NOS).

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Learning outcomes		Assessment criteria		Unit amplification
		2.2	Analyse ways in which government policies and the requirements of regulatory bodies impact on practice in own specialist area	□ Impact of government policies and regulatory bodies, eg establishing professional standards, developments in vocational and educational areas, monitoring curriculum developments, inspection of practice, awarding organisation requirements, requirements for verification and standardisation, organisation policies and practices, rigorous systems and procedures, auditable, internal quality assurance and improvement, development targets, requirement for promoting minimum core in learning and teaching, requirement for to the use technology in delivering learning, increased flexibility of provision.
		2.3	Explain the roles of regulatory and funding bodies in the lifelong learning sector	□ Role of regulatory and funding bodies, eg promoting professional standards, ensuring rigorous systems through inspections, appropriate curriculum framework, appropriate assessment of learning through standardisation of qualifications (NQF QCF), influencing organisation policies and procedures, ensuring adequate process quality assurance (QA) and improvement (QI), setting inspection standards and targets, addressing target and performance indicators, benchmarking in line with national sampling strategies, measure of accountability, requirement for transparency, standards for inclusion, Local Enterprise Partnerships (LEP).
3	Be able to contribute to quality improvement and quality assurance systems and procedures	3.1	Review own role and contribution in quality improvement and quality assurance in the organisation	□ Quality improvement and quality assurance, eg evaluating efficiency and effectiveness of own practice, gathering evidence from both quantitative and qualitative sources, identifying appropriate indicators of success, working to appropriate benchmarks, working to agreed criteria, analysing evaluation outcomes, checking validity of evidence, sharing outcomes of evaluation, contributing to teamwork, identifying areas for improvement, taking responsibility for agreed areas for improvement.

Learning outcomes		Assessment criteria		Unit amplification
		3.2	Examine the role of assessment and evaluation in the quality cycle	□ Assessment and evaluation in quality cycle, eg product versus process, awarding organisation versus organisation requirements, giving students opportunities to give feedback, measure of student achievement, value-added achievement, effectiveness and suitability of learning resources, effectiveness and suitability of teaching aids, response to complaints, dealing with discrepancies, Self-Assessment Review (SAR), indicators of need for change, informing development, action planning, sharing responsibilities, implementing change, re-evaluation.
		3.3	Produce accurate assessment data and records	□ Assessment data and records, eg recording student achievements against appropriate marking and assessment criteria (RoA), recording examination results, tracking and logging assessment results, maintaining performance tables, recording competencies using appropriate performance criteria, skills checks, observation records, witness statements, student statements, interview and question record, recording professional discussion, copies of individual learning plans, copies of student profiles, marks from tests, individual and group performance records.
		3.4	Assess the validity and reliability of data relating to own learners	□ Validity and reliability of data, eg range of evidence, dependable sources of evidence, currency of data, effectiveness of procedures for recording, reliability of qualitative versus quantitative evidence, range and size of sampling, range of evidence from whole group, degree of variation around average performance, statistical reliability depending on sample size, representativeness of data, repeatable achievement, supported from more than a single source, qualified assessors, unbiased, moderated or standardised, verifiable, attributable evidence.

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Learning outcomes		Assessment criteria		Unit amplification
		3.5	Communicate assessment information to those with an interest in learner achievement	□ Communicating assessment information, eg giving students feedback, encouraging two-way communication with student to encourage self-assessment, identifying those with a legitimate interest in learner achievement, providing records in an appropriate format, employing approved organisation procedures, using technology to make records more accessible to others, sharing assessment outcomes with colleagues, contributing to programme review and evaluation, maintaining confidentiality.
		3.6	Evaluate a learning programme in accordance with the quality systems and procedures in the organisation	□ Evaluating a learning programme, eg proactive formal and informal student involvement, those involved in the delivery of the programme, early in programme to check meeting expectations, during the programme to ensure satisfaction, at end of course to advise future planning, reactive in response to concerns, responding within short timescales so students can see response, consistent application of organisation and external agency requirements, providing appropriate evidence for student performance, opportunities for action planning.
		3.7	Communicate the results of evaluation of a learning programme	□ Communicating the results of evaluation, eg giving students feedback, producing results in a form that can be shared with others, providing statistical evidence from quantitative data, presenting key findings from qualitative evaluation, producing a report with recommendations, presenting outcomes of evaluation to course team, discussing findings with line manager, providing feedback to resource providers, sharing with those responsible for quality assurance.

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to develop learners' wider skills in own specialist area	4.1	Analyse how the development of wider skills can improve learner motivation, confidence and achievement	□ Improving motivation, confidence and achievement, eg improving language and communication skills, improving reading and writing skills, developing numeracy skills, increasing competence in IT, improving employability, expanding basic skills, improving employability, widening perspectives, tolerance of others, working with others, improving own performance, skills of independent learning, learner-owned goals, action planning.
		4.2	Evaluate ways to provide opportunities for learners to develop wider skills	□ Opportunities to develop wider skills, eg discussion, pair and teamwork activities, independent tasks, individual presentations, projects, blended learning, peer teaching, peer and self assessment, directed study, linking learning with relevant work-based activities, simulation or in-tray exercises, work placement or work experience, functional skills support, online learning, intranet resource-based learning, student-centred learning, coaching or mentoring, role playing.
5	Be able to evaluate and improve own wider professional practice	5.1	Analyse the effectiveness of own wider professional practice	□ Effectiveness of own wider professional practice, eg awareness of current legislative and regulatory requirements, understanding socio-economic factors, addressing codes of practice, meeting professional standards, continuing personal and professional development, promoting wider curriculum, using opportunities to promote equality and diversity, engaging with students and the learning process, sharing best practice, being responsive to change, using feedback from others to improve own practice, contributing to quality assurance.

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Learning outcomes		Assessment criteria		Unit amplification
		5.2	Reflect on strengths and areas for improvement in own wider professional practice	□ Strengths and areas for improvement, eg sharing professional standards, using reflective practice in evaluating own approaches, evaluation of each session, use of formal and informal evaluation, using feedback from others in evaluating personal skills and attributes, response to feedback from observations, promoting inclusive learning, action planning, commitment to developing own practice, developing best practice.
		5.3	Engage in professional development opportunities to improve own wider professional practice	□ Development opportunities, eg personal development record to focus on need and opportunities to improve practice, individual research in subject specialism, researching wider curriculum developments, staff development opportunities, identifying in-house opportunities for INSET, higher-level qualification opportunities, higher degrees/Master's/PhD, professional or vocational updating, secondment, workshadowing or work placement, retraining in dynamic education environment, observation of experienced practitioners.

Information for tutors

Delivery

It is important to consider delivering of this unit in conjunction with *Unit 6: Continuing Personal and Professional Development (Level 5).* This will ensure that appropriate links are maintained between all aspects of learning and teaching and minimise the risk of duplication of effort, of over-teaching and over-assessment.

Because of the breadth of this unit, it is helpful to give learners opportunities to share their particular experiences from across the lifelong learning sector. First-hand knowledge of different sectors helps extend learning and understanding, as well as establishing networks and partnerships between learners. This can enhance the overall provision and place responsibility for learning on the learners. Therefore, there is scope for much material to be covered through presentations from learners themselves. In addition, guest speakers, seminars, forums, discussion groups and case studies could also be included to help broaden perspectives. Wherever possible the holistic approach should be taken to all units to highlight the relationship between all aspects of professional practice.

This unit offers opportunities for learners to engage in reading and research into socio-economic factors that affect professional practice in different ways. Learners could also combine the evidence for this unit with research in other units through collecting primary research data, by developing questionnaires or through conducting interviews.

As elsewhere in the qualification, learners should be involved in the negotiation of methods and approaches so that they are actively engaged in defining and creating their own opportunities for learning. Wherever possible, the unit content should be related to learners' own teaching situations and experiences. Learners should be encouraged to evaluate their own courses and assess their past and current practice, identifying areas of strength and development needs, and drawing evidence from the teaching practice requirement throughout.

Learning activities

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate one way to plan the delivery and assessment of the unit. The range of learning activities suggested for this unit include tutor presentations and tutor-led discussions, and small group and individual learner activities. Centres which already have a Diploma (DTLLS) programme will find changes to the delivery and assessment programme are minimal.

Introduction to unit

This unit is best delivered in conjunction with *Unit 6: Continuing Personal and Professional Development (Level 5),* as much of the core content is central to both. This combination also provides an outlet for the principles of reflective practice highlighted in other units.

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Learning outcome 1

A tutor presentation could be used which summarises work on professional practice covered in other units, particularly *Unit 21 Roles, Responsibilities and Relationships in Lifelong Learning (Level 3) and Unit 22: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4).*

In small groups, learners discuss what they consider to be the key aspects of learning for personal, community and economic development, as well as their own professional practice, gathering information to produce an individual learning plan and presentation.

Learners then prepare for the presentations referred to in the assessment activities below.

Learning outcome 2

Tutor presentation on broader issues related to widening professional practice, such as socio-economic aspects of learning, government policies and regulatory and funding bodies. Links can be made to optional units *Unit 2: Action Research (Level 5),* and/or *Unit 32: The Lifelong Learning Sector (Level 4),* where similar skills are covered. The tutor provides a reading list with selected texts for learners to explore to gather information.

Learners carry out further research to prepare for the presentations referred to in the assessment activities below.

Learning outcome 3

Learners collect evidence from practice and use it to report on the validity and reliability of data relating to their own students and the role of assessment and evaluation in the quality cycle. They use this information in a report which explains contributions to the quality improvement and quality assurance systems in their own organisation. All work can be used for teaching practice portfolios.

Learning outcome 4

A tutor-led discussion on the meaning of wider skills in learning and teaching.

Learners then work in small groups to discuss and analyse opportunities to develop wider skills and the impact on motivation for students. They then feed back their findings to the larger peer group. Learners should refer to examples in teaching practice portfolios.

Learning outcome 5

Individual learners review the effectiveness of their own professional practice and discuss (with tutor) areas for development. Learners agree a development plan with their tutor.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

It would be helpful to deliver this unit in conjunction with *Unit 6: Continuing Personal and Professional Development (Level 5)* to make the best possible use of all available evidence and avoid over-assessment. The suggested assessment activities are common to both units.

Additional portfolio evidence might include: learner self-assessment, evaluation and action plans for further personal and professional development, including underpinning theories of teaching and learning; tutorial records showing shared reflection and including the learner's own ideas and issues; action plans developed as a result of tutorials or produced individually because of issues arising out of personal or professional practice, or where opportunities for development come up for example staff development or training; personal development record; CPD records.

Assessment criteria 1.1, 1.2, 1.3 and 1.4

Learners reflect on influences on own professional practice and how they promote equality of opportunity and diversity. Information is presented through individual presentations.

Assessment evidence

Presentation summary, slides, report, teaching portfolio evidence.

Assessment criteria 2.1, 2.2 and 2.3

Learners address the impact of government bodies and policies on practice in own specialist area. To include information on regulation and funding.

Assessment evidence

Handout/leaflet summarising government impact in own specialist area, presentation.

Assessment criteria 3.2 to 3.7

Learners are given a case study of an organisation where the recording of student data has become unreliable and faulty. Learners assess the current position, using appropriate organisational systems and procedures to evaluate a learning programme in order to assess the validity and reliability of data. They follow up their assessment with an analysis and recommendations for change and improvement, including references to the role of assessment and evaluation in the quality cycle. Learners share their assessment report with peers.

Assessment evidence

Report, presentation slides, research papers.

Assessment criteria 4.1 and 4.2

Individual learners carry out a survey into wider skills in peers and students. They analyse how developing these skills can improve motivation, confidence and achievement. Learners plan sessions to incorporate such development.

Assessment evidence

Lesson plans, student interviews, diagnostic tests, report with recommendations for development of skills.

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Assessment criteria 3.1, 5.1, 5.2 and 5.3

Learners carry out review sessions with peers to explore the effectiveness of their own professional practice. They create SWOT analysis and development plans, identifying opportunities to improve their own professional practice. Their analysis should include reference to their own role and contribution to quality improvement and quality assurance.

Assessment evidence:

CPD record, development plan, interview notes, training record.

Indicative resource materials

Textbooks

Moran J J – *Collaborative Professional Development for Teachers of Adults* (Krieger Publishing, 2001) ISBN 9781575241210

Rushton I and Suter M – *Reflective Practice for Teaching in Lifelong Learning* (Open University Press, 2012) ISBN 9780335244010

Wallace S (ed) – *The Lifelong Learning Sector Reflective Reader* (Learning Matters, 2010) ISBN 9781844452965

Journals and periodicals

Teaching Today

Times Educational Supplement – FE Focus

Times Higher Education

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.crll.org.uk	Centre for Research in Lifelong Learning
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) LSIS Excellence Gateway
www.ifl.ac.uk	Institute for Learning
www.lifelonglearning.co.uk	Lifelong learning
www.lsis.org.uk	Learning and Skills Improvement Service (LSIS)
www.niace.org.uk	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency (SFA)
www.vital.ac.uk	Open University and Department for Education Professional Development programme and resources

12 Further information and useful publications

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

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.btec.co.uk/contactus**
- Work-based learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual (updated annually)*
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook (updated annually)*

Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

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 at: www.edexcel.com/resources

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13 Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

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

- 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 functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel 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 have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

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. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: **0844 463 2535**.

Annexe A: Progression opportunities

These are examples of progression opportunities to other Edexcel qualifications within the teaching and learning sector.

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/ Higher Nationals	BTEC Specialist/ Professional qualifications	NVQ/competence-based qualifications
7			Edexcel Diploma in the Management of Assessment (QCF) Edexcel Certificate in the Management of Assessment (QCF)	
6				
5				
4				
3				
2				
1				
Entry				

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Annexe B: Portfolio Evidence Recording Sheets

Unit 1: Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the application of theories and principles of learning and communication to inclusive learning and teaching	1.1	Explain the factors that can affect learning and achievement		
		1.2	Reflect on ways in which theories and principles of learning and communication can be applied to enable inclusive learning and teaching		
2	Be able to apply theories and principles of learning and communication to inclusive learning and teaching	2.1	Apply inclusive learning and teaching strategies and resources taking account of theories and principles of learning and communication		
		2.2	Explain how own selection and use of inclusive learning and teaching strategies and resources relates to theories and principles of learning and communication		
3	Understand expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching	3.1	Evaluate ways in which minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching		

Learning outcomes		Assessment criteria		Portfolio reference	Date
		3.2	Use elements of minimum core in applying theories and principles of planning and enabling inclusive learning and teaching		
4	Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching	4.1	Review how own application of theories and principles of learning and communication impact on inclusive learning and teaching		
		4.2	Identify strengths and areas for improvement in own application of theories and principles of inclusive learning and teaching		
		4.3	Engage in professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

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Unit 2: Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching (Level 5)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the application of theories and principles of learning and communication to inclusive learning and teaching	1.1	Analyse the factors that can affect learning and achievement		
		1.2	Explain how theories and principles of learning and communication can be applied to enable inclusive learning and teaching		
2	Be able to apply theories and principles of learning and communication to inclusive learning and teaching	2.1	Apply and use inclusive learning and teaching strategies and resources taking account of theories and principles of learning and communication		
		2.2	Assess the effectiveness of own selection and use of inclusive learning and teaching strategies and resources		
3	Be able to meet the expectations of the minimum core in relation to the application of theories and principles for planning and enabling inclusive learning and teaching	3.1	Analyse ways in which minimum core elements can be demonstrated in applying theories and principles for planning and enabling inclusive learning and teaching		
		3.2	Use elements of minimum core in applying theories and principles for planning and enabling inclusive learning and teaching		
4	Be able to evaluate and improve own application of theories and principles of learning and communication to inclusive learning and teaching	4.1	Analyse how own application of theories and principles of learning and communication impact on inclusive learning and teaching		

Learning outcomes		Assessment criteria		Portfolio reference	Date
		4.2	Evaluate strengths and areas for improvement in own application of theories and principles of inclusive learning and teaching		
		4.3	Engage in professional development opportunities to improve own application of theories and principles of learning and communication to inclusive learning and teaching	□	□

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

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Unit 3: Assess Vocational Skills, Knowledge and Understanding (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to prepare assessments of vocational skills, knowledge and understanding	1.1	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning		
		1.2	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding		
		1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners		
2	Be able to carry out assessments of vocational skills, knowledge and understanding	2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements		
		2.2	Provide support to learners within agreed limitations		
		2.3	Analyse evidence of learner achievement		
		2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria		

Learning outcomes		Assessment criteria		Portfolio reference	Date
		2.5	Follow standardisation procedures		
		2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression		
3	Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress		
		3.2	Make assessment information available to authorised colleagues as required		
		3.3	Follow procedures to maintain the confidentiality of assessment information		
4	Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1	Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare		
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism		
		4.3	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding		
		4.4	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding		

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Learner signature:		Date:
Assessor signature:		Date:
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Unit 4: Assessing Learners in Lifelong Learning (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to use types and methods of assessment to meet the needs of learners	1.1	Select and apply assessment types and methods to meet the needs of learners		
		1.2	Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning		
		1.3	Use questioning and feedback in the assessment for and of learning		
		1.4	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current		
2	Be able to conduct and record assessments in accordance with internal and external processes and requirements	2.1	Define the key concepts of assessment		
		2.2	State the assessment requirements and related procedures of learning programmes		
		2.3	Carry out and record assessments to meet internal and external processes and requirements		
		2.4	Communicate assessment information to other professionals with an interest in learner achievement		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Understand expectations in relation to the minimum core in assessing learners in lifelong learning	3.1	Explain how minimum core elements can be demonstrated in assessing learners in lifelong learning		
		3.2	Apply minimum core elements in assessing learners in own specialist area	□	□
4	Be able to evaluate own assessment practice	4.1	Reflect on the effectiveness of own assessment practice taking account of the views of learners	□	□
		4.2	Identify ways to improve own assessment practice	□	□

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 5: Assessing Learners in Lifelong Learning (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to use types and methods of assessment to meet the needs of learners	1.1	Select and apply assessment types and methods to meet the needs of learners		
		1.2	Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning		
		1.3	Assess how questioning and feedback contributes to the assessment process		
		1.4	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current		
2	Be able to conduct and record assessments in accordance with internal and external processes and requirements	2.1	Review the assessment requirements and related procedures of learning programmes		
		2.2	Carry out and record assessments to meet internal and external processes and requirements		
		2.3	Communicate assessment information to other professionals with an interest in learner achievement		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Understand expectations in relation to the minimum core in assessing learners in lifelong learning	3.1	Review ways in which minimum core elements can be demonstrated in assessing learners in lifelong learning		
		3.2	Apply minimum core elements in assessing learners in own specialist area		
4	Be able to evaluate own assessment practice	4.1	Review the effectiveness of own assessment practice taking account of the views of learners		
		4.2	Establish ways to improve own assessment practice		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 6: Continuing Personal and Professional Development (Level 5)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the application of theories, principles and models of reflective practice to continuing personal and professional development	1.1	Evaluate theories, principles and models of reflective practice		
		1.2	Explain how theories, principles and models of reflective practice can be applied to own continuing personal and professional development		
2	Understand own continuing personal and professional development needs	2.1	Evaluate own strengths as a learning professional and areas for improvement		
		2.2	Review own literacy, language, numeracy and ICT skills		
		2.3	Analyse how own personal, interpersonal and professional skills impact on learners and other learning professionals		
		2.4	Plan continuing personal and professional development opportunities to meet own development needs		
3	Be able to engage in continuing personal and professional development to improve own practice	3.1	Engage in continuing personal and professional development opportunities to meet own development needs		
		3.2	Evaluate the impact of continuing personal and professional development activities on own practice		
		3.3	Identify further continuing personal and professional development needs		

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Unit 7: Curriculum Development for Inclusive Practice (Level 5)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand contexts in which education and training are provided in the lifelong learning sector	1.1	Analyse ways in which the curriculum offer can differ according to the context in which it is provided		
		1.2	Analyse ways in which the delivery of the curriculum can vary according to the context in which it is provided		
2	Understand the impact of theories, principles and models of curriculum design on inclusive learning and teaching	2.1	Analyse the influence of theories, principles and models of curriculum design on inclusive learning and teaching		
		2.2	Evaluate how the curriculum in own specialist area meets the needs of learners		
3	Be able to apply theories, principles and models of curriculum design to curriculum development and practice	3.1	Design and implement learning programmes in accordance with the theories, principles and models of curriculum design		
		3.2	Design learning programmes in own specialist area which promote equality of opportunity and value diversity		
		3.3	Identify the impact of the pedagogic use of technology on curriculum design in own specialist area		
		3.4	Develop and justify proposals to improve the curriculum offer		
4	Be able to evaluate and improve own practice in inclusive curriculum design and development	4.1	Review the effectiveness of application of theories, principles and models of curriculum design to own practice		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
		4.2	Reflect on strengths and areas for improvement in application of theories, principles and models of curriculum design to own practice		
		4.3	Engage in professional development opportunities to improve application of theories, principles and models of curriculum design to own practice		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 8: Delivering Lifelong Learning (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to use inclusive learning and teaching approaches in accordance with internal processes and external requirements	1.1	Create a purposeful, inclusive learning and teaching environment		
		1.2	Use learning and teaching activities to meet curriculum requirements		
		1.3	Provide opportunities for learners to practise their literacy, language, numeracy and ICT skills		
2	Be able to communicate with learners and other learning professionals to enhance learning	2.1	Use communication methods and media to meet the needs of all learners		
		2.2	Communicate with other learning professionals to meet learner needs and enhance progression		
3	Understand how technology can enhance learning and teaching	3.1	Explain ways to use technology to enhance learning and teaching		
		3.2	Review the benefits and limitations of using technology in learning and teaching		
4	Understand the use of minimum core in relation to delivering lifelong learning	4.1	Describe ways minimum core elements can be demonstrated in delivering lifelong learning		
		4.2	Apply minimum core elements in delivering lifelong learning		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
5	Be able to evaluate own practice in delivering inclusive learning and teaching	5.1	Reflect on the effectiveness of own use of inclusive learning and teaching approaches		
		5.2	Identify ways to improve own practice in using learning and teaching approaches		
		5.3	Identify ways in which own communication skills could be improved		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 9: Delivering Lifelong Learning (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to use inclusive learning and teaching approaches in accordance with internal processes and external requirements	1.1	Create a purposeful, inclusive learning and teaching environment		
		1.2	Demonstrate an inclusive approach to teaching and learning in accordance with internal processes and external requirements		
		1.3	Provide opportunities for learners to practise their literacy, language, numeracy and ICT skills		
2	Be able to communicate with learners and other learning professionals to encourage learning	2.1	Demonstrate communication methods and media to meet the needs of all learners		
		2.2	Communicate with other learning professionals to meet learner needs and encourage progression		
3	Understand how technology can enhance learning and teaching	3.1	Analyse ways to use technology to enhance learning and teaching		
		3.2	Evaluate the benefits and limitations of using technology in learning and teaching		
4	Understand expectations of the minimum core in relation to delivering lifelong learning	4.1	Review ways in which elements of the minimum core can be demonstrated in delivering lifelong learning		
		4.2	Apply minimum core elements in delivering lifelong learning		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
5	Be able to evaluate own practice in delivering inclusive learning and teaching	5.1	Review the effectiveness of own use of inclusive learning and teaching approaches in meeting the needs of all learners		
		5.2	Analyse ways to improve own practice in using learning and teaching approaches to meet the needs of all learners		
		5.3	Review ways in which own communication skills could be improved		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
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Unit 10: Develop and Prepare Resources for Learning and Development (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand principles underpinning development and preparation of resources for learning and development	1.1	Explain principles underpinning resource selection for learning and development		
		1.2	Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies		
		1.3	Evaluate the contribution of technology to the development of learning and development resources		
2	Be able to develop resources to meet learning and development needs	2.1	Agree needs of learners for whom resources are being developed		
		2.2	Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met		
		2.3	Plan adaptations to and use of technology within resources to meet learning and development needs		
		2.4	Prepare guidance to assist those using learning and development resources		
		2.5	Evaluate the suitability of resources for learning and development		

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Unit 11: Enabling Learning through Assessment (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand theories, principles and applications of formal and informal assessment	1.1	Review the application of theories and principles of assessment in own specialist area		
2	Be able to design formal and informal assessments to enable learning and progression	2.1	Devise models of assessment to enable learning and progression		
		2.2	Explain how the design of formal and informal assessment methods and instruments enables learning and progression for all learners		
		2.3	Design formal and informal assessment methods and instruments that are fair, valid, reliable and sufficient		
3	Be able to conduct formal and informal assessments to enable learning and progression	3.1	Create an environment for assessment which maximises learners' opportunities for success		
		3.2	Use assessment models, methods and instruments to enable learning and progression for all learners		
		3.3	Record learner progress and achievement in accordance with internal processes and external requirements		
		3.4	Give constructive feedback to learners on their progress and achievement		
		3.5	Negotiate future learning targets with learners		
		3.6	Report on learner progress and achievement in accordance with internal processes and external requirements		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Be able to meet minimum core expectations in relation to enabling learning and assessment	4.1	Review ways in which elements of the minimum core can be demonstrated in teaching, learning and assessment		
		4.2	Apply minimum core elements in teaching, learning and assessment in own specialist area		
5	Be able to evaluate and improve own assessment practice	5.1	Review the effectiveness of own assessment practice		
		5.2	Reflect on strengths and areas for improvement in own assessment practice		
		5.3	Evaluate professional development opportunities to improve own assessment practice		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
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Unit 12: Enabling Learning through Assessment (Level 5)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand theories, principles and applications of formal and informal assessment	1.1	Analyse the application of theories and principles of assessment in own specialist area		
2	Be able to design formal and informal assessments to enable learning and progression	2.1	Devise models of assessment to enable learning and progression		
		2.2	Design formal and informal assessment methods and instruments that are fair, valid, reliable and sufficient		
		2.3	Justify the design of formal and informal assessment methods and instruments in enabling learning and progression for all learners		
3	Be able to conduct formal and informal assessments to enable learning and progression	3.1	Create an environment for assessment which maximises learners' opportunities for success		
		3.2	Use assessment models, methods and instruments to enable learning and progression for all learners		
		3.3	Record learner progress and achievement in accordance with internal processes and external requirements		
		3.4	Give constructive feedback to learners on their progress and achievement		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
		3.5	Negotiate future learning targets with learners		
		3.6	Report on learner progress and achievement in accordance with internal processes and external requirements		
4	Understand minimum core expectations in relation to enabling learning and assessment	4.1	Analyse ways in which elements of the minimum core can be demonstrated in teaching, learning and assessment		
		4.2	Apply minimum core elements in teaching, learning and assessment in own specialist area		
5	Be able to evaluate and improve own assessment practice	5.1	Analyse the effectiveness of own assessment practice		
		5.2	Identify and reflect on strengths and areas for improvement in own assessment practice		
		5.3	Engage in professional development opportunities to improve own assessment practice		

Learner name:		Date:
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Unit 13: Facilitate Learning and Development in Groups (Level 3)

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		

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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		

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Unit 14: Facilitate Learning and Development for Individuals (Level 3)

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		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able assist individual learners in applying new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts		
		3.2	Explain benefits to individuals of applying new knowledge and skills		
4	Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals		
		4.2	Review individual responses to one-to-one learning and/or development		
		4.3	Assist individual learners to identify their future learning and/or development needs		

Learner name:		Date:
Learner signature:		Date:
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Unit 15: Identify Individual Learning and Development Needs (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the principles and practices of learning needs analysis for individuals	1.1	Explain the principles and practices of learning needs analysis for individuals		
		1.2	Analyse the factors that influence individual learning needs, preferences and styles		
		1.3	Compare methods used to assess individual learning needs		
2	Be able to conduct learning needs analysis for individuals	2.1	Agree the purpose, aims and methodology of the learning needs analysis with individuals		
		2.2	Apply learning needs analysis methodology to assess the individual's current level of achievement and potential		
		2.3	Analyse learning needs and communicate to the learner		
3	Be able to agree individual learning and development needs	3.1	Agree and prioritise individual learning and development needs		
		3.2	Advise individuals about learning and development options to meet: – learner priorities – learning preferences – learning styles		

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Unit 16: Manage Learning and Development in Groups (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the principles and practices of managing learning and development in groups	1.1	Analyse the characteristics of group environments that foster learning and development		
		1.2	Evaluate strategies to manage group behaviour and dynamics		
		1.3	Evaluate management techniques which facilitate the delivery of learning and development in groups		
		1.4	Analyse ways to involve learners in the management of their own learning and development in groups		
		1.5	Analyse risks to be considered when managing learning and development in groups		
		1.6	Explain how to manage barriers to individual learning in groups		
2	Be able to manage group learning and development environments	2.1	Facilitate communication, collaboration and learning between group members		
		2.2	Use motivational methods to engage the group and its individual members in the learning and development process		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
		2.3	Consult with group members to adapt their learning and development environments to improve their learning outcomes		
		2.4	Manage the risks associated with group learning and development		
3	Be able to apply methodologies to manage learning and development in groups	3.1	Involve learners in agreeing group learning and development objectives		
		3.2	Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group		
		3.3	Manage group learning strategies and delivery methods to reflect changing requirements		
		3.4	Provide individual advice to learners to assist their decision-making about future learning needs		
4	Be able to manage learning and development in groups to comply with legal and organisational requirements	4.1	Support learners' rights in relation to equality, diversity and inclusion		
		4.2	Minimise risks to safety, health, wellbeing and security of learners		
		4.3	Manage confidentiality in relation to learners and the organisation		

Learning outcomes		Assessment criteria		Portfolio reference	Date
		4.4	Maintain learning and development records in accordance with organisational procedures		

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Learner signature:		Date:
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Unit 17: Planning to Meet the Needs of Learners (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to agree individual learning goals with learners	1.1	Explain the role of initial and diagnostic assessment in agreeing individual learning goals		
		1.2	Use methods of initial and diagnostic assessment with learners		
		1.3	Negotiate and record individual learning goals with learners		
2	Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements	2.1	Devise a scheme of work which meets the needs of all learners and curriculum requirements		
		2.2	Devise session plans which meet the aims and needs of all learners		
		2.3	Explain how the choice of teaching methods meets the needs of all learners		
		2.4	Identify ways in which session plans can be adapted to meet the individual needs of learners		
		2.5	Identify opportunities for learners to provide feedback to inform inclusive practice		
3	Understand expectations of the minimum core in relation to planning inclusive learning and teaching	3.1	Explain how minimum core elements can be demonstrated in planning inclusive learning and teaching		
		3.2	Apply elements of the minimum core in planning inclusive learning and teaching		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Be able to evaluate own practice in planning inclusive learning and teaching	4.1	Reflect on own practice in planning to meet the needs of learners		
		4.2	Identify ways to improve own practice in planning to meet the needs of learners		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
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Unit 18: Planning to Meet the Needs of Learners (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to agree individual learning goals with learners	1.1	Analyse the role of initial and diagnostic assessment in agreeing individual learning goals		
		1.2	Use methods of initial and diagnostic assessment with learners		
		1.3	Negotiate and record individual learning goals with learners		
2	Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements	2.1	Devise a scheme of work in accordance with internal processes and external requirements		
		2.2	Devise session plans which meet the aims and needs of all learners and curriculum requirements		
		2.3	Reflect on how teaching methods meet the needs of all learners		
		2.4	Identify ways in which session plans can be adapted to meet the individual needs of learners		
		2.5	Evaluate opportunities for learners to provide feedback to inform inclusive practice		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Understand expectations of the minimum core in relation to planning inclusive learning and teaching	3.1	Review ways in which elements of the minimum core can be demonstrated in planning inclusive learning and teaching		
		3.2	Apply minimum core elements in planning inclusive learning and teaching		
4	Be able to evaluate own practice in planning inclusive learning and teaching	4.1	Review own practice in planning to meet the needs of learners		
		4.2	Analyse ways to improve own practice in planning to meet the needs of learners		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 19: Principles of Assessment in Lifelong Learning (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand types and methods of assessment used in lifelong learning	1.1	Explain the types of assessment used in lifelong learning		
		1.2	Explain the use of methods of assessment in lifelong learning		
		1.3	Compare the strengths and limitations of assessment methods to meet individual learner needs		
2	Understand ways to involve learners in the assessment process	2.1	Explain ways to involve the learner in the assessment process		
		2.2	Explain the role of peer and self-assessment in the assessment process		
3	Understand requirements for keeping records of assessment in lifelong learning	3.1	Explain the need for keeping records of assessment of learning		
		3.2	Summarise the requirements for keeping records of assessment in an organisation		

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Assessor signature:		Date:
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Unit 20: Principles of Assessment in Lifelong Learning (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand how types and methods of assessment are used in lifelong learning	1.1	Analyse how types of assessment are used in lifelong learning		
		1.2	Analyse how assessment methods are used in lifelong learning		
		1.3	Evaluate strengths and limitations of assessment methods to meet individual learner needs		
2	Understand how to involve learners in the assessment process	2.1	Evaluate how to involve the learner in the assessment process		
		2.2	Analyse the role of peer and self-assessment in the assessment process		
3	Understand requirements for keeping records of assessment in lifelong learning	3.1	Explain the need to keep records of assessment of learning		
		3.2	Summarise 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 21: Roles, Responsibilities and Relationships in Lifelong Learning (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand own role and responsibilities in lifelong learning	1.1	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own roles and responsibilities		
		1.2	Explain own responsibilities for promoting equality and valuing diversity		
		1.3	Explain own role and responsibilities in lifelong learning		
		1.4	Explain own role and responsibilities in identifying and meeting the needs of learners		
2	Understand the relationships between teachers and other professionals in lifelong learning	2.1	Explain the boundaries between the teaching role and other professional roles		
		2.2	Describe points of referral to meet the needs of learners		
		2.3	Summarise own responsibilities in relation to other professionals		
3	Understand own responsibility for maintaining a safe and supportive learning environment	3.1	Explain own responsibilities in maintaining a safe and supportive learning environment		
		3.2	Explain ways to promote appropriate behaviour and respect for others		

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Unit 22: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand own role and responsibilities in lifelong learning	1.1	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities		
		1.2	Analyse own responsibilities for promoting equality and valuing diversity		
		1.3	Evaluate own role and responsibilities in lifelong learning		
		1.4	Review own role and responsibilities in identifying and meeting the needs of learners		
2	Understand the relationships between teachers and other professionals in lifelong learning	2.1	Analyse the boundaries between the teaching role and other professional roles		
		2.2	Review points of referral to meet the needs of learners		
		2.3	Evaluate own responsibilities in relation to other professionals		
3	Understand own responsibility for maintaining a safe and supportive learning environment	3.1	Explain how to establish and maintain a safe and supportive learning environment		
		3.2	Explain how to promote appropriate behaviour and respect for others		

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Learner signature:		Date:
Assessor signature:		Date:
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Unit 23: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand learning and teaching strategies in lifelong learning	1.1	Summarise learning and teaching strategies used in own specialism		
		1.2	Explain how approaches to learning and teaching in own specialism meet the needs of learners		
		1.3	Describe aspects of inclusive learning		
2	Understand how to create inclusive learning and teaching in lifelong learning	2.1	Explain how to select inclusive learning and teaching techniques		
		2.2	Explain how to select resources that meet the needs of learners		
		2.3	Explain how to create assessment opportunities that meet the needs of learners		
		2.4	Explain how to provide opportunities for learners to practise their literacy, language, numeracy and ICT skills		
3	Understand ways to create a motivating learning environment	3.1	Explain ways to engage and motivate learners in an inclusive learning environment		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
		3.2	Summarise ways to establish ground rules with learners to promote respect for others		
		3.3	Explain ways to give constructive feedback that motivates learners		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 24: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand learning and teaching strategies in lifelong learning	1.1	Analyse learning and teaching strategies used in own specialism		
		1.2	Evaluate the effectiveness of approaches to learning and teaching in own specialist area in meeting needs of learners		
		1.3	Evaluate aspects of inclusive learning		
2	Understand how to create inclusive learning and teaching in lifelong learning	2.1	Analyse inclusive approaches to learning and teaching		
		2.2	Analyse how to select resources to meet the needs of learners		
		2.3	Explain how to create assessment opportunities that meet the needs of learners		
		2.4	Review how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Understand ways to create a motivating learning environment	3.1	Explain how to engage and motivate learners in an inclusive learning environment		
		3.2	Explain how to establish ground rules with learners to promote respect for others		
		3.3	Review ways to give constructive feedback to motivate learners		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 25: Understanding the Principles and Practices of Assessment (Level 3)

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		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
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		
		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: • sufficient • authentic • current		
		5.2	Explain how to ensure that assessment decisions are: • made against specified criteria • valid • reliable • fair		

Learning outcomes		Assessment criteria		Portfolio reference	Date
		5.3	Evaluate the importance of quality assurance in the assessment process		
		5.4	Summarise quality assurance and standardisation procedures in own area of practice		
6	Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process		
		6.2	Summarise quality assurance and standardisation procedures in own area of practice		
		6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice		
7	Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to assessment		
		7.2	Explain how feedback and questioning contribute to the assessment process		
8	Understand the legal and good practice requirements in relation to assessment	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare		
		8.2	Explain the contribution that technology can make to the assessment process		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
		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:

Unit 26: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to plan inclusive learning and teaching sessions	1.1	Plan a session for learning and teaching that meets the needs of learners		
		1.2	Justify the selection of approaches to meet the needs of learners		
		1.3	Plan assessment methods to meet the needs of learners		
2	Be able to deliver inclusive learning and teaching sessions	2.1	Apply learning and teaching approaches to meet the needs of learners		
		2.2	Use resources to meet the needs of learners		
		2.3	Communicate with learners to meet their needs and aid their understanding		
		2.4	Provide constructive feedback to learners		
3	Be able to evaluate own practice in delivering inclusive learning and teaching	3.1	Reflect on own approaches to delivering inclusive learning and teaching		
		3.2	Identify areas for improvement in own practice		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

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Unit 27: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to plan inclusive learning and teaching sessions	1.1	Plan a session for learning and teaching that meets the needs of learners		
		1.2	Justify the selection of approaches to meet the needs of learners		
2	Be able to deliver inclusive learning and teaching sessions	2.1	Demonstrate inclusive learning and teaching approaches to engage an motivate learners		
		2.2	Demonstrate the use of appropriate resources to support inclusive learning and teaching		
		2.3	Use assessment methods to support learning and teaching		
		2.4	Communicate with learners to meet their needs and aid their understanding		
		2.5	Provide constructive feedback to learners		
3	Be able to evaluate own practice in delivering inclusive learning and teaching	3.1	Review own approaches to delivering inclusive learning and teaching		
		3.2	Analyse how own inclusive learning and teaching practice can be improved to meet the needs of learners		

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Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 28: Using Resources for Lifelong Learning (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to use resources in the delivery of inclusive learning and teaching	1.1	Use resources to promote equality, value diversity and contribute to the learning process		
		1.2	Identify the benefits and limitations of resources in the delivery of inclusive learning and teaching		
		1.3	Use resources to enable inclusive learning and teaching		
		1.4	Adapt resources to meet the needs of learners and delivery models		
2	Understand expectations of the minimum core in relation to using resources for lifelong learning	2.1	Explain how minimum core elements can be demonstrated when using resources for lifelong learning		
		2.2	Apply minimum core elements when using resources for lifelong learning		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able to evaluate own use of resources in the delivery of inclusive learning and teaching	3.1	Reflect on own practice in using resources to meet the needs of all learners		
		3.2	Identify ways to improve own practice in using resources to meet the needs of all learners		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

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Unit 29: Using Resources for Lifelong Learning (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to use resources in the delivery of inclusive learning and teaching	1.1	Use resources to promote equality, value diversity and contribute to the learning process		
		1.2	Review the benefits and limitations of resources in the delivery of inclusive learning and teaching		
		1.3	Use resources to enable inclusive learning and teaching		
		1.4	Adapt resources to meet the needs of learners and delivery models		
2	Understand expectations of the minimum core in relation to using resources for lifelong learning	2.1	Review ways in which minimum core elements can be demonstrated when using resources for lifelong learning		
		2.2	Apply minimum core elements when using resources for lifelong learning		
3	Be able to evaluate own use of resources in the delivery of inclusive learning and teaching	3.1	Review own practice in using resources to meet the needs of all learners		
		3.2	Analyse ways to improve own practice in using resources to meet the needs of all learners		

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Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 30: Wider Professional Practice (Level 5)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the concept of professionalism and core professional values for teachers in the lifelong learning sector	1.1	Discuss key aspects of professionalism in the context of the lifelong learning sector.		
		1.2	Explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice.		
		1.3	Discuss the contribution of learning to personal development, economic growth and community regeneration		
		1.4	Analyse the impact of own professional values and judgements on teaching and learning.		
2	Understand key issues in relation to professional conduct and accountability in the lifelong learning sector	2.1	Discuss the implications and impact of government policies on teaching and learning in the lifelong learning sector.		
		2.2	Discuss the roles of regulatory bodies and systems and inspection regimes in the operation of the lifelong learning sector.		

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Learning outcomes		Assessment criteria		Portfolio reference	Date
		2.3	Interpret ways to apply relevant statutory requirements and underpinning principles in relation to teaching own area of specialism.		
		2.4	Analyse own responsibilities in relation to the above		
3	Understand and apply principles of evaluation, quality assurance and quality improvement	3.1	Review and compare a range of principles and approaches to evaluation		
		3.2	Explain differences and the relationship between evaluation and assessment.		
		3.3	Analyse the role of evaluation within quality assurance to inform and promote quality improvement.		
4	Understand and demonstrate how to contribute to QA and QI systems and procedures.	4.1	Work with others to develop and improve the effectiveness of evaluation processes.		
		4.2	Evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used, with reference to own learner(s).		
5	Understand how to evaluate and improve own wider professional practice.	5.1	Evaluate own approaches, strengths and development needs, in relation to professional practice.		
		5.2	Plan and take up opportunities to develop and improve own wider professional practice.		

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Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Annexe C

Diploma in Teaching in the Lifelong Learning Sector - Unit mapping overview

New DTLLS Enabling Learning and Assessment	Changes to legacy Enabling Learning and Assessment	New DTLLS Theories and Principles for Planning and Enabling Learning	Changes to legacy DTLLS Theories and Principles for Planning and Enabling Learning	New DTLLS Continuing Personal and Professional Development	Changes to legacy DTLLS Continual Personal and Professional Development	New DTLLS Wider Professional Practice	Changes to legacy DTLLS Wider Professional Practice	New DTLLS Curriculum Development for Inclusive Practice	Changes to legacy Curriculum Development for Inclusive Practice
Assessment criteria									
1.1	1.1	1.1	1.1	1.1.	2.1	1.1	1.1	1.1	1.1
2.1	3.1	1.2	1.2	1.2	2.2	1.2	1.2	1.2	1.2
2.2		2.1	2.1	2.1	Part 3.1	1.3	1.3	2.1	2.1
2.3	3.3	2.2	1.2/2.1	2.2	Part 3.1	1.4	Part 1.4	2.2	2.2
3.1	3.3	3.1	3.1, 3.2, 3.3, 3.4	2.3	1.4	2.1	2.1	3.1	Practical version replacing theory
3.2	Teaching activity	3.2		2.4	3.3	2.2	2.3	3.2	
3.3	3.4	4.1	4.2	3.1	4.1	2.3	2.2	3.3	
3.4	4.1	4.2	4.1	3.2	Part 4.2	3.1	New	3.4	
3.5	4.2	4.3	4.3	3.3	Part 4.2	3.2	Some coverage of 3.2/3.3	4.1	5.1
3.6	3.4					3.3		4.2	5.2

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New DTLLS Enabling Learning and Assessment	Changes to legacy Enabling Learning and Assessment	New DTLLS Theories and Principles for Planning and Enabling Learning	Changes to legacy DTLLS Theories and Principles for Planning and Enabling Learning	New DTLLS Continuing Personal and Professional Development	Changes to legacy DTLLS Continual Personal and Professional Development	New DTLLS Wider Professional Practice	Changes to legacy DTLLS Wider Professional Practice	New DTLLS Curriculum Development for Inclusive Practice	Changes to legacy Curriculum Development for Inclusive Practice
4.1	New to Enabling Learning and Assessment					3.4	4.2	4.3	5.3
4.2						3.5	LO 2,3 & 4		
5.1	5.1					3.6			
5.2	5.2					3.7			
5.3	5.3					4.1	New		
						4.2			
						5.1	New		
						5.2	5.1		
						5.3	5.2		

This MUST be read alongside the mapping for the Award and Certificate to provide the fully-mapped Diploma qualification.

Annexe D: Documents for Teaching Practice

SESSION PLAN PRO FORMA ***(Number of rows/ division of timings can be increased/decreased depending on needs)***					
Learning Group		**Session Number Number of sessions**		**Date**	
Location		**Trainer/tutor/teacher**			

Resources necessary for session	**Needs for differentiation**

Skills development opportunities	

Timing	**Topic/content/ knowledge/skills**	**Teacher activities**	**Learning activities**	**Learning checks**

Timing	Topic/content Knowledge/skills	Teacher activities	Learning activities	Learning checks

Self-evaluation

Issues arising:

Strengths:

Possible changes/alternative approaches/ICT opportunities:

Sample Teaching Practice Observation Assignment **Delivering observed learning and teaching sessions**
The principal purpose behind the teaching practice observation is to give you an opportunity to reflect on your teaching practice – supported by the feedback from the tutors who have either the teaching training experience and qualifications or that of the subject specialist. Where observations occur as part of the organisation's quality assurance, they may be used as a subject-specialist observation, providing this is appropriate, the observer is a suitably qualified teacher and there is clear and appropriate written feedback that can be included as evidence. This should represent no more than 50% of your observed sessions. Additional observations may be required to ensure that all aspects are adequately covered or that there is a range of contexts which might include: • a number of teaching practice locations/settings/contexts • teaching across more than one level • teaching a variety of learners • teaching individuals and groups • experience of non-teaching roles • gaining subject-specialist knowledge. **(In teaching practice it may not be realistic to be able to access all of these.)**
The Diploma (DTLLS) requirement is for a minimum of **100 hours' teaching practice** to cover: Delivering Lifelong Learning (Level 3 and 4) Assessing Learners in Lifelong Learning (Level 3 and 4) Planning to Meet the Needs of Learners (Level 3 and 4) Using Resources for Lifelong Learning (Level 3 and 4) *This also includes the Learning and Development alternatives (which require a workplace environment) and many of the optional units.* **This is in addition to the requirement of the micro-teaching activity.** Enabling Learning Through Assessment (Level 4 and 5) Applying Theories and Principles for Planning and Enabling Inclusive Learning and Teaching (Level 4 and 5) Continuing Personal and Professional Development (Level 5) Curriculum Development for Inclusive Practice (Level 5) Wider Professional Practice (Level 5) **(The units must include an opportunity for working with groups of students.)**

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The requirement is for a **minimum of 8 observations** of teaching practice to total a minimum of 8 hours (minimum of 30 minutes for any single observation; this is including CTLLS but excluding PTLLS).
Prepare for the observation by becoming familiar with the observation feedback pro forma and discussing any issues with the observer beforehand. You should negotiate each observation of your teaching practice so that you are able to select the day, time and location of the greatest benefit to you. The observers should be as unobtrusive as possible and create minimum impact on the teaching group. In special cases you may need to negotiate the use of participative observation with groups such as students with special educational needs.
Evidence of session planning
The observing tutor should be provided with an observation pack to include: • scheme of work showing session in context (where appropriate) • an outline of the learning group (group profile) – including issues of differentiation, specific considerations, for example health and safety, risk assessment • session plan – indicating topic/content, aims/objectives, teaching methods, learning activities, resources, learning checks, evaluation • samples of activities/resources used during the session • samples of learning checks/assessment materials • previous observation reports and materials (after the first observation).
Evidence of session delivery
Things to be aware of when delivering each session: • structuring of the session (beginning, development, summing up/closure) with appropriate links to the sequencing in the programme/scheme of work • demonstrating suitable subject knowledge and/or appropriate skills content • embedding literacy, language, numeracy and ICT • varied teaching and learning activities – with appropriate levels of challenge for individuals ie differentiation, use of appropriate technologies • different learning styles addressed • creating opportunities for small-group work, where appropriate, to encourage differentiation and peer teaching/support • personal communication skills (including questioning techniques) • establishing and developing appropriate relationships within the learning group, demonstrating equality and valuing diversity • appropriate approaches to behaviour management • quality, suitability and use of resources – including new technologies • effectiveness of the learning/learning checks/assessment, including use of technology where appropriate • opportunities to develop study and personal management skills (for example Wider Skills) • providing opportunities for feedback to and from individual students • how well students were engaged throughout the session

Evaluating the learning and teaching
As soon as possible after your session observation, you need to organise a feedback session with the observer during which you can reflect on your practice and use the feedback from the tutor to highlight strengths and areas for improvement. By including previous observation reports in the pack provided at the start of the session, each observer can identify how you have addressed the feedback given previously. Wherever possible, feedback from the students, in the form of a formal or informal session evaluation, should also be included and used to complete your own session evaluation section of the lesson plan. Refer to this and the written feedback provided by the tutor-observer, when completing your personal development record evaluation. You should include reference to theories, models and principles in order to analyse and justify your own approaches and specialist area.
Planning improvements to learning and teaching
To develop and improve your own practice, each observation report should provide the opportunity to identify areas for development. These give you the targets to add to your action plan, which you need to use to identify specific requirements for continuing personal and professional development (CPPD). You should research current websites and refer to the professional standards for teaching in the Lifelong Learning sector. As targets are achieved, they should be added to your CPPD record; developments then need to be implemented and demonstrated in subsequent observations of teaching practice. In this way, your observation record will demonstrate evidence of your improvements in planning and delivering learning and teaching.

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Teaching practice observation pro forma **Tutor/mentor feedback**						
Learner name		**Observer name**				
Learning group		**Number of students**		**Date**		
Location		**Session ……. of …….**	**Start time**		**Finish time**	
Specific issues to be addressed in differentiation						

SESSION PREPARATION AND PLANNING — APPROPRIATE SESSION PLAN EVIDENCE		
Aims/learning outcomes to suit specialist content/scheme of work		**Overall feedback on planning:**
Appropriate teaching/learning methods for skills/ knowledge		
Variety of teaching approaches and learning styles/needs		
Identifying inclusive learning activities for differentiation		
Planning for resources and materials including ICT		
Opportunities for assessment/ feedback to support learning		
Appropriate timings and organisation of content, including summary		
Skills development		

TEACHING AND LEARNING STRATEGIES — APPROPRIATE TO SPECIALIST AREA AND STUDENTS' NEEDS		
Room and resources made ready for the start of the session		**Overall feedback on teaching and learning strategies:**
Aims/objectives shared with students through introduction/ continuity		
Appropriate attitude towards students and awareness of needs		
Variety and pacing to suit skills and knowledge of specialist area		
Communications to suit students – voice, gesture and use of language		
Students actively involved, engaged and motivated throughout		
Variety of activities to allow for differentiation, ie group/individual		
Specialist subject knowledge and skills current and sound		

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TECHNIQUES, RESOURCES AND TEACHING AIDS		
Appropriate use of writing board/flip-chart/active-board		**Overall feedback on resources:**
Teaching resources used appropriately to stimulate and engage		
Learning resources used to actively engage and empower students		
Strategies appropriate to manage the learning environment		
Visual resources clear, appropriate level/language/ quality		
Students themselves used as resource, eg group work		
Appropriate use of new technologies in teaching and learning to motivate		
Awareness of health and safety issues/risk assessment		
ASSESSMENT OF LEARNING/LEARNING CHECKS		
Students provided with appropriate guidance on assessment		**Overall feedback on assessment and feedback:**
Tutor assessment of learning appropriate to subject/students		

ASSESSMENT OF LEARNING/LEARNING CHECKS		
Variety of questioning appropriate to all students and context		
Students involved in appropriate level of self/peer assessment		
Learning checks to allow for inclusion and differentiation		
Assessment appropriate to assessment/ performance criteria		
Students provided with appropriate feedback identifying goals		
Assessment fair, unbiased and subject specific		
POSSIBLE AREAS FOR DEVELOPMENT/STRATEGIES TO THINK ABOUT		

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STUDENT RESPONSE, ENGAGEMENT AND MOTIVATION		
Positive rapport to encourage respect and trust in learning		**Overall feedback on planning:**
Appropriate level of challenge to suit students/specialism		
Appropriate level of participation, attention and interest		
Appropriate attitude towards students to empower		
Students respond in way that indicates needs are being met		
Opportunities for differentiated learning		
Awareness of needs for inclusion and addressing disabilities		
Positive class atmosphere/attitude to subject/learning		

OBSERVEE'S PERSONAL EVALUATION AND IDENTIFIED AREAS FOR DEVELOPMENT

Tutor/Observer **Name/Responsibilities**	**Learner/Candidate** **Name/Role**
Observer **Signature**	**Learner** **Signature**

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Lesson Observation Report **(sample)**

Please complete all statistical information:

Teacher		**Lesson grade**	**1 2 3 4**
Employment status	Direct FT Fractional POW Agency	Date of observation	
Course Name		Length of lesson/ observation	
Course Code		Attendance (actual/possible)	
Department		Punctuality	Good Satisfactory Poor
Type of learners	14-19 Adult Empl.	Vice/Assistant Principal	
Observer		Programme Manager	

Tick one area of work or SSA

Community Learning		1 Health and Soc. Care		9 Arts, Media, Publishing		14bi Basic Skills	
Employer Responsive		2 Science & Maths		11 Social Sciences		14bii LDD	
Higher Education		6 ICT		12 English		14ci F. Skills	
Tutorial		7 Hospitality		13 Teacher Training		14cii ALS	
		8 Leisure, Travel, Tourism		14a ESOL		15 Bus admin & Law	

Context of lesson and relevant background information on the group. Consider any resource issues: accommodation; equipment; materials. Nature of group/ Type of learners.

Punctuality and attendance: how well does the teacher manage attendance and/or punctuality issues?

-
-

Safeguarding: How well do learners use safe working practices; develop understanding of inclusion, personal safety, vulnerability and non-discriminatory behaviour? How well are they developing their understanding of health and wellbeing?

-
-

Equality & Diversity: How well do resources and content promote equality and diversity and tackle discrimination?

-
-

LLN development: How well are language, literacy, numeracy, key and functional skills developed in the lesson?

-
-

Individual learners' needs: How well do teaching and learning methods and resources connect, activate and consolidate the learning of individuals?

-
-

Key strengths

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Key areas for improvement/development

Suggested actions for improvement

The suggested actions for improvement are to be used to develop an Action Plan with the teacher. It is to be considered and monitored during appraisal and support and supervision meetings, and inform the teacher's Individual Development Plan.

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Annexe E: Personal Learning Log

***Centre name/logo**

Diploma in Teaching in the Lifelong Learning Sector
Personal Learning Log

Unit 30: Wider Professional Practice
Continuing Personal and Professional Development

Name:		**Registration number:**
Learner signature:		**Date completed:**
Tutor signature:		**Date completed:**

This personal development record (PDR) will give structure to the reflective process. This will help with the gathering and interpretation of evidence that can be used for the assessment of this Level 5 DTLLS unit. It is important that you are able to analyse and interpret your own knowledge and understanding by appreciating the significance of underpinning theories and principles in your own specialist area. This will help to develop your practice.

Materials gathered during individual research should be included as part of your personal development record only when they show clearly that you have made use of the information — possibly where you have highlighted key information or made your own notes alongside text. Any included materials must show clearly the source of the information for example website details (with date accessed), reference to books, magazines or newspapers as appropriate, using Harvard Referencing.

The space allocated to each PDR entry should **not** be taken as an indicator of how much written work is required to address the issues raised in the guidance. A provisional word count has been provided not as a specific requirement but as a guideline to reflect the relationship of the sections of this part of the PDR.

Each reflective activity should include reference to underpinning theories and principles and evidence drawn from your practical teaching experiences. You should aim for an appropriate balance and you should provide links to other units from PTLLS, CTLLS and appropriate optional units so that a range of evidence can be used to support your reflection and avoid duplication. Any relevant references should be indicated clearly in the box at the end of each PDR entry.

Your Personal Learning Log should include your personal reflections on your learning and teaching experiences – in particular those relating to 'Eureka' moments!

Personal development record **Entry 1**	
Based on examples taken from your teaching practice, analyse how the development of wider skills can improve student motivation, confidence and achievement in your specialist area. Word count approximately. 750	
References	**Notes – including date accessed where appropriate**

Personal development record **Outcomes of entry 1**	
Areas for further research	
Implications for practice	
Tutor comments/suggestions for development	
Tutor signature	**Date**

Personal development record **Entry 2**	
Based on evidence collected from your own practice, produce an individual statement to evaluate the validity and reliability of data relating to your students. It should also the role of assessment and evaluation in the quality cycle, along with your role and contribution in the quality improvement and quality assurance in your organisation. Word count approximately. 1000	
References	**Notes – including date accessed where appropriate**

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Personal development record **Outcomes of entry 2**	
Areas for further research	
Implications for practice	
Tutor comments/suggestions for development	
Tutor signature	**Date**

Personal development record **Entry 3**	
Plan-participate-record-evaluate appropriate professional development opportunities that meet your development needs and improve your wider professional practice. Word count approximately. 2000	
References	**Notes – including date accessed where appropriate**

Personal development record **Outcomes of entry 3**	
Areas for further research	
Implications for practice	
Tutor comments/suggestions for development	
Tutor signature	**Date**

Annexe F: Assessment strategy for units for assessing and assuring the quality of assessment (LSIS, 2011)

SSC Assessment Strategy

This assessment strategy applies only to those units from the learning and development suite of qualifications.

1 Quality assurance

All centres offering these qualifications must provide internal quality assurance to ensure assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the awarding organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

Awarding organisations should apply appropriate risk rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

2 Requirements for assessors

All those who assess these qualifications must:

- already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold the following qualification or its recognised equivalent:
  - the Level 3 Award in Assessing Competence in the Work Environment or
  - the Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.

Show current evidence of continuing professional development in assessment and quality assurance.

3 Requirements for internal quality assurance

All those who quality assure these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following assessor qualifications or their recognised equivalent:
  - the Level 3 Award in Assessing Competence in the Work Environment
  - the Level 3 Certificate in Assessing Vocational Achievement

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  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
  - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - V1 Conduct internal quality assurance of the assessment process
  - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.

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