Edexcel Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF)

Edexcel Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF)

Specification

Professional and Specialist qualifications

First teaching October 2011

Issue 2

Edexcel, a Pearson company, is the UK's largest awarding body offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning in the UK and internationally. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas. Edexcel and BTEC qualifications are administered by Pearson Education Ltd.

Through initiatives such as onscreen marking and administration, Edexcel is leading the way in using technology to modernise educational assessment and support teachers and learners.

This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Contents

Purpose of this specification

The purpose of this specification is to provide details of the rules of combination and details of all units accredited by Edexcel for use in the delivery of the Level 3 and Level 4 Award in Preparing to Teach in Lifelong Learning Sector (QCF).

These units were originally developed in 2007, and 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. Units are also included that have been developed for other qualifications, 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 units offered by Edexcel for the Awards in Preparing to Teach in the Lifelong Learning Sector qualifications, and should be used in accordance with the rules of combination for the different qualifications. The rules of combination are included and it is important to use only those units listed and approved for each qualification

This specification sets out:

- the qualification's objective to meet the requirements for those in the associate teaching role in the further education sector

- any other qualification which 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 which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)

- the method of any assessment and any associated requirements relating to it

- the criteria against which learner's level of attainment will be measured (such as assessment criteria)

- any specimen materials

- any specified levels of attainment.

1 Introducing Edexcel Specialist and Professional qualifications

What are Edexcel Specialist qualifications?

Edexcel Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF), in this case, the Edexcel Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (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 Specialist 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.

This specialist qualification was developed to meet the requirements of those involved in an associate teaching role in the further education sector in England. The quality assurance model for this level 3 qualification will be determined by the whether or not competence units are chosen by the learner within the rules of combination (see section 7: *Quality assurance of centres* for further details).

What are Edexcel Professional qualifications?

Edexcel Professional qualifications are qualifications from Levels 4–7 on the Qualifications and Credit Framework (QCF), in this case the Edexcel Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (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.

This professional qualification was developed to meet the requirements of those involved in an associate teaching role in the further education sector in England. The quality assurance model for this level 4 qualification will be determined by the whether or not competence units are chosen by the learner within the rules of combination (see section 7: *Quality assurance of centres* for further details).

2 Qualification summary and key information

Qualification title	Edexcel Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF)
QCF Qualification Number (QN)	600/2774/5
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/10/2011
Age range that the qualification is approved for	19+
Credit value	12
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	48-61
Grading information	The qualification and units are at pass grade.
Entry requirements	For details of entry requirements see below. Centres must also follow the Edexcel *Access and Recruitment* policy (see section 9, *access and recruitment*)

Qualification title	Edexcel Level 4 Award in Preparing to Teach in the Lifelong Learning Sector(QCF)
QCF Qualification Number (QN)	600/2771/X
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/10/2011
Age range that the qualification is approved for	19+
Credit value	12
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	48-66
Grading information	The qualification and units are at pass grade.
Entry requirements	For details of entry requirements see below. Centres must also follow the Edexcel *Access and Recruitment* policy (see section 9, *access and recruitment*)

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 numbers for the qualifications in this publication are:

* Edexcel Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) 600/2774/5

* Edexcel Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) 600/2771/X

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.btec.co.uk/keydocuments

These qualifications are accredited by Ofqual as being stand alone.

Objective of the qualifications

The Edexcel Level 3 and Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) are introductory teaching qualifications. These qualifications prepare learners for teaching in a wide range of contexts, including an associate teaching role in the further education sector in England. Learners should choose the level of study appropriate for themselves. This may be influenced by plans for progression to other teaching roles and qualifications. Achieving the Edexcel Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) will provide sufficient evidence that the learner has acquired the necessary skills and knowledge to enable them to teach beyond an initial year in the further education sector.

These qualifications give learners the opportunity to:

* develop knowledge related to teaching and learning in an associate teaching role

* develop skills in teaching and learning

* achieve a nationally-recognised Level 3 or 4 qualification

* develop personal growth and engagement in learning.

Related qualifications in the teaching, training and education suite

Which qualification is most appropriate for which role?

ROLE	QUALIFICATION
Assessor or Internal Quality Assurer	Training, Assessment and Quality Assurance (TAQA)
Trainer	Learning and Development (L&D)
New to teaching or training	Preparing to Teach in the Lifelong Learning Sector (PTLLS)

ROLE	QUALIFICATION
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 between teaching, training and education 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, 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 (DTLLS) — (see further details in Section 8, *Programme delivery*).

Diploma in Teaching in the Lifelong Learning Sector

Certificate in Teaching in the Lifelong Learning Sector

Preparing to Teach in the Lifelong Learning Sector

Learning and Development

Training, Assessment and Quality Assurance
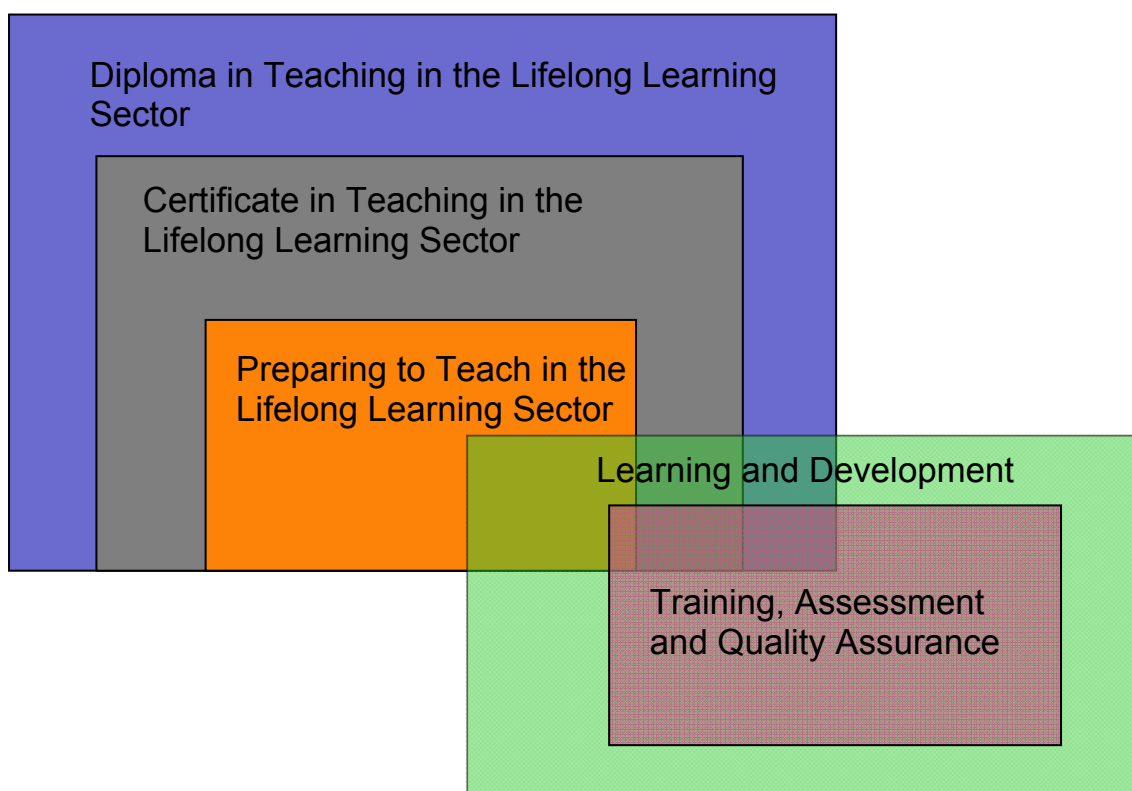
Relationship with previous specifications

This specification is a direct specification replacement for specification BA027222 Edexcel Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) and Edexcel Level 4 Award in Preparing to Teach in the Lifelong Learning Sector(QCF). These changes have been made to reflect updates in our specification document layout. The structures, rules of combination, content and assessment of the qualifications in the earlier PTLLS specification, BA027222, have not been altered.

Progression opportunities through Edexcel qualifications

Learners who have achieved the Edexcel Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) can progress on to the Edexcel Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector (QCF) or the Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF). It should be noted that the units in the Edexcel Level 3 and Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) will also form part of the Certificate and Diploma qualifications for teaching in the lifelong learning sector. LSIS expects that the majority of teachers, tutors and trainers who fall under the FE teachers regulations will meet requirements by enrolling on one of these qualifications (appropriate to teaching role). Centres should note that achievement of the Diploma in Teaching in the Lifelong Learning Sector permits only twelve (12) credits to be at level 3. Trainee teachers wishing to undertake a PTLLS qualification should be made aware of this.

Industry Support and recognition

These qualifications are supported by the Learning and Skills Improvement Service (LSIS), the Standards Setting Body for teaching and learning.

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 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 resources 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 qualifications.

- 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 for staff delivering the qualifications.

- 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 requirements above, there are specific resource requirements that centres must meet with regard to the requirement for a minimum of one hour of micro-teaching. Any appropriate location for practice that will allow a trainee teacher to meet the required standards is permitted.

Observed and assessed practice

There is a minimum requirement that learners should be involved in at least one hour of micro-teaching. Each learner must deliver at least one 15 minute micro-teach session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, learners can either deliver additional micro-teach sessions or observe the micro-teach sessions of other learners.

For the following units there is no requirement to undertake practice other than as micro-teaching for assessment purposes and there is no requirement for these units that any practice be observed or assessed in a work environment:

- *Unit 4: Principles of Assessment in Lifelong Learning (Level 3)*

- *Unit 5: Principles of Assessment in Lifelong Learning (Level 4)*

- *Unit 6: Roles, Responsibilities and Relationships in Lifelong Learning (Level 3)*

- *Unit 7: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)*

- *Unit 8: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)*

- *Unit 9: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*
- *Unit 10: Understanding the Principles and Practices of Assessment (Level 3)*
- *Unit 11: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*
- *Unit 12: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*

The following units require learners to undertake practice in a work environment. Practice should be in the appropriate context – either with groups of learners or with individual learners. The number of hours of practice required is not specified:

- *Unit 1: Facilitate Learning and Development in Groups (Level 3)*
- *Unit 2: Facilitate Learning and Development for Individuals (Level 3)*
- *Unit 3: Manage Learning and Development in Groups (Level 4)*

The following units also require learners to be assessed in a work environment and there are additional requirements for those assessing these units. Practice assessed should be in the appropriate context – either with individual learners or groups of learners:

- *Unit 1: Facilitate Learning and Development in Groups (Level 3)*
- *Unit 2: Facilitate Learning and Development for Individuals (Level 3)*
- *Unit 3: Manage Learning and Development in Groups (Level 4)*
- *Unit: Identify Individual Learning and Development Needs (Level 3)**
- *Unit: Develop and Prepare Resources for Learning and Development (Level 4) **

The additional requirements for those who assess these units are:

- to have up-to-date working knowledge and experience of best practice in Learning and Development
- to be occupationally competent in the units they are assessing
- to hold **one** of the following qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence
- to show current evidence of continuing professional development in assessment and learning and development.

*For details of this unit, refer to the specification document for the Edexcel Level 3 Certificate in Teaching in the Lifelong Learning Sector (QCF) and Edexcel Level 4 Certificate in Teaching in the Lifelong Learning Sector (QCF) (CTLLS).

4 Qualification structures

Edexcel Level 3 Award in Preparing to Teach 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	12
Number of mandatory credits that must be achieved	3
Number of optional credits that must be achieved	9

Unit name	Unit no	Unit ref no	Level	Credit	GLH
3 credits must be achieved from this group					
Roles, Responsibilities and Relationships in Lifelong Learning	6	M/503/1229	3	3	12
6 credits must be achieved from this group					
Understanding Inclusive Learning and Teaching in Lifelong Learning	8	T/503/1233	3	3	12
Using Inclusive Learning and Teaching Approaches in Lifelong Learning	11	Y/503/1242	3	3	12
Facilitate Learning and Development in Groups*	1	F/502/9548	3	6	25
Facilitate Learning and Development for Individuals*	2	J/502/9549	3	6	25
3 credits must be achieved from this group					
Understanding the Principles and Practices of Assessment*	10	D/601/5313	3	3	24
Principles of Assessment in Lifelong Learning	4	Y/503/1239	3	3	12

*Indicates a Learning and Development Unit

Edexcel Level 4 Award in Preparing to Teach 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	12
Minimum number of credits that must be achieved at level 4 or above	9

Unit name	Unit no	Unit ref no	Level	Credit	GLH
3 credits must be achieved from this group					
Roles, Responsibilities and Relationships in Lifelong Learning	6	M/503/1229	3	3	12
Roles, Responsibilities and Relationships in Lifelong Learning	7	M/503/1232	4	3	12
3 credits must be achieved from this group					
Principles of Assessment in Lifelong Learning	4	Y/503/1239	3	3	12
Principles of Assessment in Lifelong Learning	5	R/503/1241	4	3	12
Understanding the Principles and Practices of Assessment*	10	D/601/5313	3	3	24
6 credits must be achieved from group C or group D					
Learners selecting group C must achieve 3 credits from sub group C1 and 3 credits from sub group C2					
Sub group C1					
Understanding Inclusive Learning and Teaching in Lifelong Learning	8	T/503/1233	3	3	12
Understanding Inclusive Learning and Teaching in Lifelong Learning	9	F/503/1235	4	3	12

Unit name	Unit no	Unit ref no	Level	Credit	GLH
Sub group C2					11
Using Inclusive Learning and Teaching Approaches in Lifelong Learning	11	Y/503/1242	3	3	12
Using Inclusive Learning and Teaching Approaches in Lifelong Learning	12	R/503/1238	4	3	12
Group D					
Manage Learning and Development in Groups*	3	A/502/9550	4	6	30

Note: there are no mandatory units in the Edexcel Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF)

*Indicates a Learning and Development Unit

5 Assessment

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

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal 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.

Assignment briefs should indicate clearly which assessment criteria are being targeted and what evidence is required.

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

Unless otherwise indicated within *Information for tutors*, 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 for depth or range required)

- sources/types of appropriate evidence

- any specific guidance to support learners in generating appropriate evidence — including cross-referencing where a single piece of evidence relates to more than one unit, for example scheme of work/session plans/observation reports

- the use of Harvard referencing for all research materials.

Learners must be made aware that the session plans they produce as part of their scheme of work are the same session plans that they need to resource, assess, deliver and review.

To achieve the Award in Preparing to Teach in the Lifelong Learning Sector (QCF), there is a minimum requirement that learners should be involved in at least one hour of micro-teaching. Each learner must deliver at least one 15 minute micro-teach session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, learners can either deliver additional micro-teach sessions or observe the micro-teach sessions of other learners.

Any appropriate location for micro-teaching will allow a trainee teacher to meet the requirements of the standards; variety is encouraged, but is not essential. There is no requirement to evidence working specifically with groups of learners to achieve these qualifications, unless units specify that purpose (see individual units).

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

Opportunities to link the delivery and assessment of units with other units should also be encouraged to avoid repeated assessment (see individual units for guidance).

Further guidance about internal assessment is available on the Edexcel website.

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 policy document *Recognition of Prior Learning Policy*, 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.

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.btec.co.uk/keydocuments

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 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS) (without competence units)

- Edexcel Level 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) (without competence units)

- Edexcel Level 3 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) (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 on External Examination please refer to chapter 6b of the BTEC Quality Assurance Handbook.

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 candidates 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 we notify your Quality Nominee, who acts as our point of contact

- to those specific programmes that 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 4 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 6b of the BTEC Quality Assurance Handbook which can be found at: www.btec.co.uk/keydocuments.

Centre recognition and approval centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel Centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

The PTLLS units have different delivery options which, depending on which option 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 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 ONLY wishes to deliver 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 the option to complete them as part of an option 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.

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

Where legislation is referred to in a unit, centres must ensure that current legislation is taught.

Centres may wish to approach the units in the PTLLS qualification as a single, holistic, integrated activity. Alternatively, they may wish to integrate the theory with the practical assessments for individual units. The programme combines taught sessions, individual directed study and micro-teaching. Units may be delivered in any order but the numbering of units provided in the guidance provides a logical sequence.

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 specialist and professional 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 they have the potential to achieve the qualification. It is recommended that all those wishing to join this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. Development needs should be recorded and an action plan agreed.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in Section 10, *Access to qualifications for learners with disabilities or specific needs*.

These qualifications were developed to meet the requirements of those involved in an associate teaching role in the further education sector in England.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be 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 given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at www.edexcel.com/policies

11 Unit format

Units in this specification 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 9 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 Quality Assurance 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 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 specialist assessment requirements, in line with SSB guidance and assessment strategies, needed to deliver 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 (non-competence units only)

This section (included in non-competence units only) gives tutor 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.

- *Learning Activities* – are included as guidance for use with the suggested assessment activities and demonstrate just one way of planning the delivery and assessment of the unit

- *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.

- *Assessment Activities* – suggested activities that cover the assessment criteria for the unit. The activities are for guidance only and it is recommended that centres adapt the activities to meet local needs and resources or write their own assignments.

- *Indicative resource materials* — lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

For the purposes of this suite of initial teacher training qualifications, the following terms are used:

- **Tutor** — the person carrying out the teacher education

- **Learner** – the person taking the qualification

- **Student** — the person being taught or assessed by the learner

- **Practitioner** – anyone with a learning and development responsibility as the whole or a part of their role.

Unit 1: Facilitate Learning and Development in Groups (Level 3)

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 or assignments are not allowed.

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

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

Supplementary evidence 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 and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner can:

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, eg encouraging student participation, supporting student's learning, adjusting group dynamic, role of the student, eg own participation, supporting others, self and group assessment
		1.3	Evaluate methods for facilitating learning and development to meet the needs of groups	☐ Methods, 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

Learning outcomes	Assessment criteria		Unit amplification
	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
	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-benefits 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

Learning outcomes	Assessment criteria		Unit amplification
	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
	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	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
Be able to assist groups to apply new knowledge and skills in practical contexts			☐ 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

Learning outcomes		Assessment criteria		Unit amplification
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
		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

Unit 2: Facilitate Learning and Development for Individuals (Level 3)

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner can:

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

Learning outcomes	Assessment criteria		Unit amplification
	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
	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, work shadowing, 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
		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

	Learning outcomes	Assessment criteria		Unit amplification
4	Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals	☐ 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 3:   Manage Learning and Development in Groups (Level 4)

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. They are 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.

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 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 and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner can:

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.

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 less 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.

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.
	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.

Learning outcomes	Assessment criteria		Unit amplification
	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.

Unit 4:   Principles of Assessment in Lifelong Learning (Level 3)

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 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' achievement, and should support learning, but may also be required formally as a part of the quality assurance of the organisation.

This unit links with the following units from the PTLLS qualifications: *Unit 6: Roles, Responsibilities and Relationships in Lifelong Learning (Level 3)*, *Unit 8: Understanding Inclusive Learning and Teaching in Lifelong learning (Level 3)* and *Unit 11: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*.

Assessment requirements

There is no requirement for practice for this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner can:

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, 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.

Information for tutors

Delivery

It is recommended that a variety of delivery methods be used in this unit, for example tutor presentations, individual activities and group activities. It is important to recognise that this is an opportunity for teaching by example. 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.

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 that are required in the learning environment. They will need these skills and knowledge if they are to succeed in an environment which 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 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, problem-solving skills 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 following practical unit in the PTLLS qualifications: *Unit 11: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*.

Learning activities

The 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, small-group activities 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, including samples of the range of assessment types from various contexts.

Small-group activity 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 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 provide coverage of the mechanics of record keeping — as learners from different contexts may have specific knowledge but lack

breadth of understanding — especially in justifying the needs.

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

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.

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 learning log.

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 learning log.

Assessment criteria 3.1 and 3.2:

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

Assessment evidence:

Personal learning log, 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

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

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

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

Journals and/or magazines

Times Educational Supplement — FE Focus

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway
www.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 5: Principles of Assessment in Lifelong Learning (Level 4)

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, how to involve students in the assessment process and 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 provides 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, records must be recognised as being part of the quality assurance of the organisation.

This unit has strong links with the following units in the PTLLS qualifications: *Unit 7: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)*, *Unit 9: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*, and *Unit 12: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*.

Assessment requirements

There is no requirement for practice for this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner can:

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.

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 the 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.

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 provides 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 from the PTLLS qualifications, *Unit 12: 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. Individual learners should follow up any taught sessions with an appropriate level of research.

Centres using the alternative Learning and Development unit, *Unit 10: Understanding the Principles and Practice of Assessment (Level 3)* in the PTLLS qualifications, may wish to adopt a different approach to the delivery of this unit.

Learning activities

These learning activities have been included 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- led discussions and presentations, whole-group discussion and activities and individual learner activities. 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

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 could evaluate strengths and weaknesses of different approaches to assessment based on specific, identified student needs. This 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:

Tutor 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 necessary breadth of understanding.

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 can see the process of assessment as an integral part of effective planning in learning and teaching. Through their own assessment experiences, as well as through working in groups with their peers, learners can develop case studies, research and resources to evidence their assessment activities. This must be supported through additional research in keeping with the 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.

This unit also provides 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 effectively receive and respond to feedback

- 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 in the PTLLS qualifications, *Unit 12: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*, it provides an ideal opportunity to include evidence of assessment feedback, from not only the tutor/observer, but also from the peers that 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 learning log 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 in the process.

Unit 12: 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 provides 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 done 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 learning log 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

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

Journals and/or magazines

Times Educational Supplement — FE Focus

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway
www.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 6:   Roles, Responsibilities and Relationships in Lifelong Learning (Level 3)

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 PTLLS qualifications: *Unit 1: Facilitate Learning and Development in Groups (Level 3), Unit 2: Facilitate Learning and Development for Individuals (Level 3)*, *Unit 4: Principles of Assessment in Lifelong Learning (Level 3)*, *Unit 8: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)*, *Unit 10: Understanding the Principles and Practices of Assessment (Level 3)* and *Unit 11: 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 and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner can:

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.

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.

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, problem-solving skills and interpersonal skills in such a way that they can recognise these as being transferable to their students. The use of ICT or websites should be encouraged for setting up forums or discussion groups.

It is recommended that the delivery of this unit is not overly teacher-centred and that learner-centred approaches are encouraged wherever possible.

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 relationship between the units in the PTLLS 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 include 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 for assessment.

Some centres may wish to approach the units of the level 3 or level 4 PTLLS qualification as a single, holistic, integrated activity. This would be possible with a single written task on 'roles, responsibilities and relationships', a second on 'teaching and learning strategies' and a third on 'assessment principles' with micro-teaching putting them into practice. A summative evaluation and list of development needs would also be required.

Introduction to unit

Time should be taken at the start of the unit 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 assessments across all four units. This is usually most effective if tutor-led.

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.

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, which 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 4: Principles of Assessment in Lifelong Learning (Level 3), Unit 8: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)* and *Unit 11: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*.

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.

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 learning logs 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 learning logs, 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 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 and/or magazines

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

Unit 7: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)

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, as well as the relationship between different professionals in lifelong learning. There is also 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 specific 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 in the PTLLS qualifications, including: *Unit 3: Manage Learning and Development in Groups (Level 4)*, *Unit 5: Principles of Assessment in Lifelong Learning (Level 4)*, *Unit 9: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*, *Unit 10: Understanding the Principles and Practices of Assessment (Level 3)* and *Unit 12: 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 and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner can:

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.
		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.

Learning outcomes	Assessment criteria		Unit amplification
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'.

Information for tutors

Delivery

It is recommended that a variety of delivery methods are used in this unit, for example tutor presentations, individual activities and group activities. It is important to recognise that this is an opportunity for teaching by example. Tutors could also 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 below would allow for Level 3 and Level 4 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. These 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 the PTLLS *Unit 12: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*. In most delivery contexts, the learning time should be divided equally between formal delivery and directed assessment activities.

Some centres may wish to approach the units of the level 3 or level 4 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

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- 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

Time should be taken at the start of the unit 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; 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 above. 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:

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.

It is important for learners to understand how evidence from the following PTLLS units can help inform roles, responsibilities and relationships: *Unit 5: Principles of Assessment in Lifelong Learning (Level 4)*, *Unit 9: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)* and *Unit 12: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*. Alternatively, links should be made to the relevant learning and development units: *Unit 3: Manage Learning and Development in Groups (Level 4)* and *Unit 10: Understanding the Principles and Practices of Assessment (Level 3)*.

Some centres may wish to assess all of the units in the level 3 or level 4 PTLLS qualifications as a single, holistic, integrated assignment, for example with a single written task on 'roles, responsibilities and relationships', a second 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:

Below are some suggested assessment activities that cover all the assessment criteria. 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. 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 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 as well as 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 learning logs, 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. Specific reference should be made to points of referral available for their own students where learners feel this is beyond the boundaries of their own role.

Assessment evidence:

Personal learning log 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 a teacher, they would establish, maintain and promote this and ensure their students also take responsibility through appropriate behaviour.

Assessment evidence:

Personal learning log, 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

Journals and/or magazines

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.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 8: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 3)

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, as well as 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 these 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 PTLLS units: Unit 4: Principles of Assessment in Lifelong Learning (Level 3), Unit 6: Roles, Responsibilities and Relationships in Lifelong Learning (Level 3) and Unit 11: 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 and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner can:

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.

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, individual activities and group activities are especially helpful

in the delivery of this unit as they will give learners experience of a range of teaching methods. Mini-presentations will allow learners to compare and contrast their own working practices and contexts with that of others in the group. They also give 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 learners 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 skills and interpersonal skills which can be used in their teaching. 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.

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 PTLLS *Unit 11: 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 in the PTLLS qualification, *Unit 1: Facilitate Learning and Development in Groups (Level 3)* and/or *Unit 2: Facilitate Learning and Development for Individuals (Level 3)* may wish to 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 one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit include tutor- led discussions, small-group activities, whole-group discussions and individual activities.

The links between all the units in the PTLLS qualifications 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 PTLLS *Unit 11: 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.

Learning outcome 1:

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 by directed individual research linked to individual specialist areas.

Learning outcomes 1 and 2:

A small-group activity to evaluate the effectiveness of different approaches to learning and teaching, linking this 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 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 the PTLLS *Unit 4: 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 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. 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 15: Roles, Responsibilities and Relationships in Lifelong Learning (Level 3)*, *Unit 13: Principles of Assessment in Lifelong Learning (Level 3)* and *Unit 20: 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 20: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)*.

Some centres may wish to approach all the units of the level 3 or level 4 qualification 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. A summative evaluation and list of development needs would also be required.

Assessment activities

Below are some suggested assessment activities that cover the assessment criteria through specific entries in a single reflective activity. 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.

Assessment criteria 1.1, 1.2 and 1.3:

Tutor presentation on strategies used in lifelong learning.

Learners follow up tutor presentation with individual research, including references to own specialism.

Assessment evidence:

Personal learning log (linked to micro-teach).

Assessment criteria 2.1, 2.2, 2.3 and 2.4:

Tutor presentation focusing on inclusive strategies.

Learners follow up tutor presentation with individual research, including references to own specialist area.

Tutor presentation 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 learning log, 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 learning log.

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

Journals and/or magazines

Times Educational Supplement — FE Focus

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway
www.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 9: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)

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 these 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, as well as 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 also 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 in the PTLLS qualifications: *Unit 5: Principles of Assessment in Lifelong Learning (Level 4), Unit 7: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)* and *Unit 12: 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 and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner can:

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.

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 activities, 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. It also allows them to try out new skills and build on their own experiences.

Wherever possible, learning and teaching used should draw on material from learners' personal and professional experience. This will help learners 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. These 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 and the internet 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 PTLLS unit, *Unit 12: 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

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-led discussions, small-group activities, whole-group discussions and individual activities.

It is essential for learners to make the links between this knowledge unit and the practical PTLLS unit, *Unit 12: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*.

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 3: Manage Learning in Groups (Level 4),* may wish to 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. 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 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 the PTLLS unit, *Unit 5: 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 provided with opportunities to draw on material from relevant experiences when completing their assignments. Through their own experiences as well as through working in groups with their peers — in a classroom or online — learners can develop case studies, research and resources to evidence their assessment activities. 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 PTLLS units can help inform this unit: *Unit 5: Principles of Assessment in Lifelong Learning (Level 4)*, *Unit 7: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)*, *Unit* and *Unit 12: 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 12: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)*.

Some centres may wish to approach all units of the level 3 or level 4 PTLLS qualification 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. 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 learning log, considering approaches to inclusive, effective and motivational learning and teaching that includes resourcing and assessment. This can also link to the PTLLS unit, *Unit 7: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)*.

Assessment criteria 1.1, 1.2 and 1.3:

Tutor presentation on strategies used in lifelong learning.

Learners follow up tutor presentation with individual research, including references to own specialist area and aspects of inclusive learning.

Assessment evidence:

Personal learning log (linked to micro-teach).

Assessment criteria 2.1, 2.2, 2.3 and 2.4:

Tutor presentation focusing on inclusive strategies.

Learners follow up tutor presentation with individual research, including references to their own specialist area.

Tutor presentation focusing on effective learning and teaching, including inclusive approaches, resources, assessment opportunities and opportunities for literacy, language, numeracy and ICT.

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 learning log, 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 learning log.

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 effectives 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

Journals and/or magazines

Times Educational Supplement — FE Focus

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway
www.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 10: Understanding the Principles and Practices of Assessment (Level 3)

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. 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 and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner can:

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.

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 act, 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.
	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.

Learning outcomes	Assessment criteria		Unit amplification
	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.

	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-size 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.
		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.

Learning outcomes		Assessment criteria		Unit amplification
v5	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.
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, work shadowing, feedback, comparisons of process and product; internal/external quality assurance reviews, evaluation procedures.

Learning outcomes	Assessment criteria		Unit amplification
	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.
	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, work shadowing, peer observation, in-service training, cascading training, continuing professional development.

Learning outcomes	Assessment criteria		Unit amplification
	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.
	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 11: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 3)

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 the following unit in the PTLLS qualifications: *Unit 8: 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 1: Facilitate Learning and Development in Groups(Level 3)* and/or *Unit 2: Facilitate Learning and Development for Individuals (Level 3)* 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 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.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner can:

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).

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. It 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 F* of this specification, along with a sample micro-teaching activity in *Annexe E*.

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 all the units in the level 3 or level 4 PTLLS qualification as a single, holistic, integrated activity based on the micro-teaching or teaching practice.

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 activities, whole-group activities, individual activities and teaching practice.

The relationship between the units in the PTLLS 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 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 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

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. The personal learning log referred to below can be based on the sample assignment provided in *Annexe E* and used for the PTLLS unit, *Unit 6: Roles, Responsibilities and Relationships in Lifelong Learning (Level 3)*. An alternative approach would be to combine all the units of the PTLLS level 3 or level 4 qualification 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 learning log (see *Annexe D* of this specification document). 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

Journals and/or magazines

Times Educational Supplement — FE Focus

Websites

www.bis.gov.uk	Department for Business, Innovation and Skills (BIS)
www.excellencegateway.org.uk	Learning and Skills Improvement Service (LSIS) Excellence Gateway
www.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 12: Using Inclusive Learning and Teaching Approaches in Lifelong Learning (Level 4)

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 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. Tutors are encouraged to reinforce the links between this unit and other units. 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 learner effectiveness in engaging and motivating students. The session will enable learners to appreciate effective ways to communicate with their own students and 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 all of the units.

Assessment requirements

There is no requirement to undertake practice for this unit other than as 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.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner can:

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.

	Learning outcomes	Assessment criteria		Unit amplification
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.
		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.

Learning outcomes		Assessment criteria		Unit amplification
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 provides a safe environment in which to try different approaches. Examples 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 requirements* 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.

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 available in *Annexe F* of this specification document.

It is recommended that learners observe other learners and their tutors before they complete their assignments. This practice provides 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 the PTLLS unit, *Unit 9: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*. Tutors are advised not to over-teach this unit. It is recommended that the evaluation draws heavily on all units for assessment evidence.

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 activities, whole-group activities, individual activities and teaching practice.

The relationship between the units in the PTLLS 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. (See sample micro-teach assignment in *Annexe E*.)

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 (see Annexes section of this specification document). 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 and the time and resources available.

Learning outcome 3:

Once micro-teaching is complete, all 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 course review, followed by 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 in the PTLLS qualifications: *Unit 7: Roles, Responsibilities and Relationships in Lifelong Learning (Level 4)* and *Unit 9: Understanding Inclusive Learning and Teaching in Lifelong Learning (Level 4)*.

Whilst 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 they can provide the basis of three essay-style activities, with supporting learning and teaching and additional research materials.

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.

Assessment criteria 1.1 and 1.2:

Learners undertake a micro-teach assignment and use personal learning logs (see *Annexe D* of this specification document). 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.

Assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5:

As part of the micro-teach, learners show they can apply approaches and use resources and assessment methods 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, 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)

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

Journals and/or magazines

Times Educational Supplement — FE Focus

Websites

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

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

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)	Edexcel Firsts/Nationals/Higher Nationals	Edexcel Specialist/Professional qualifications	NVQ/competence-based qualifications
7			Edexcel Diploma in the Management of Assessment (QCF)	
6				
5			Edexcel Diploma in Teaching in the Lifelong Learning Sector (QCF)	

Level	General qualifications (GCSEs, GCEs)	Edexcel Firsts/Nationals/Higher Nationals	Edexcel Specialist/Professional qualifications	NVQ/competence-based qualifications
4			Certificate in Teaching in the Lifelong Learning Sector (QCF) Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (QCF) Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF) Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF) Award in Understanding the External Quality Assurance of Assessment Processes and Practice (QCF) Award in the External Quality Assurance of Assessment Processes and Practice (QCF) Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF)	Award in Learning and Development (QCF) Diploma in Learning and Development (QCF)

Level	General qualifications (GCSEs, GCEs)	Edexcel Firsts/Nationals/ Higher Nationals	Edexcel Specialist/ Professional qualifications	NVQ/competence-based qualifications
3		Award, Certificate, Diploma in Supporting Teaching and Learning in Schools (QCF)	Certificate in Teaching in the Lifelong Learning Sector (QCF) Award in Understanding the Principles and Practices of Assessment (QCF) Award in Assessing Competence in the Work Environment (QCF) Award in Assessing Vocationally Related Achievement (QCF) Certificate in Assessing Vocational Achievement (QCF)	
2			Award in Support Work for Schools (QCF) Certificate in Supporting Teaching and Learning in Schools (QCF)	
1				
Entry				

Annexe B

Preparing to Teach in the Lifelong Learning Sector mapping

New PTLLS (12 credits)	Changes to legacy PTLLS (6 credits)
Unit 1	
Assessment criteria	
1.1 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	No substantive change
1.2 Explain own responsibilities for promoting equality and valuing diversity	No substantive change to 1.4 apart from dropping inclusion
1.3 Explain own role and responsibilities in lifelong learning	No substantive change
1.4 Explain own role and responsibilities in identifying and meeting the needs of learners	Refining roles and responsibilities from legacy 1.1
2.1 Explain the boundaries between the teaching role and other professional roles	Refinement of legacy 1.1
2.2 Describe points of referral to meet the needs of learners	No substantive change
2.3 Summarise own responsibilities in relation to other professionals	Refinement of legacy 1.1 with addition of 'other professionals'
3.1 Explain own responsibilities in maintaining a safe and supportive learning environment	New – expanding inclusion
3.2 Explain ways to promote appropriate behaviour and respect for others	Split of legacy 4.1 with 'ground rules' now as new Unit 2 ac3.2

New PTLLS (12 credits)	
Unit 2	**Changes to legacy PTLLS (6 credits)**
Assessment criteria	
1.1	Summarise learning and teaching strategies used in own specialism	No substantive change to legacy 2.1 apart from removal of 'adapt' and 'use'.
1.2	Explain how approaches to learning and teaching in own specialism meet the needs of learners	No substantive change
1.3	Describe aspects of inclusive learning	No substantive change
2.1	Explain how to select inclusive learning and teaching techniques	No substantive change
2.2	Explain how to select resources that meet the needs of learners	No substantive change
2.3	Explain how to create assessment opportunities that meet the needs of learners	New development of detail
2.4	Explain how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills	No substantive change
3.1	Explain ways to engage and motivate learners in an inclusive learning environment	No substantive change
3.2	Summarise ways to establish ground rules with learners to promote respect for others	No substantive change but split to provide new 3.2.
3.3	Explain ways to give constructive feedback that motivates learners	Minor change to legacy 4.3 to include 'motivate learners'.

New PTLLS	
Unit 3	**Changes to legacy PTLLS (6 credits)**
Assessment criteria	
1.1 Explain the types of assessment used in lifelong learning	No substantive change
1.2 Explain the use of methods of assessment in lifelong learning	Change to legacy 5.2 to include specifics of methods and strengths/weaknesses and drop of reference to initial assessment
1.3 Compare the strengths and limitations of assessment methods to meet individual learner needs	
2.1 Explain ways to involve the learner in the assessment process	New content on expanding assessment
2.2 Explain the role of peer and self-assessment in the assessment process	New content on expanding assessment
3.1 Explain the need for keeping records of assessment of learning	Change to legacy 1.5 and 5.3 and split to need and requirements of organisation
3.2 Summarise the requirements for keeping records of assessment in an organisation	New content on expanding assessment

New PTLLS	
Unit 4	**Changes to legacy PTLLS (6 credits)**
Assessment criteria	
1.1 Plan a session for learning and teaching that meets the needs of learners	No substantive change
1.2 Justify the selection of approaches to meet the needs of learners	New but adapting legacy 2.1
1.3 Plan assessment methods to meet the needs of learners	New but adapting legacy 2.1
2.1 Apply learning and teaching approaches to meet the needs of learners	Refinement of legacy 4.2 into specifics
2.2 Use resources to meet the needs of learners	
2.3 Communicate with learners to meet their needs and aid their understanding	No substantive change
2.4 Provide constructive feedback to learners	No substantive change
3.1 Reflect on own approaches to delivering inclusive learning and teaching	No substantive change
3.2 Identify areas for improvement in own practice	

Annexe C

Unit mapping overview

Legacy qualifications (specification end date 31/12/2011)

- Edexcel BTEC Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) 500/1514/X
- Edexcel BTEC Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) 500/2056/0

New qualifications (specification start date 01/10/2011)

- Edexcel Level 3 Award In Preparing to Teach in the Lifelong Learning Sector (QCF) 600/2774/5
- Edexcel Level 4 Award In Preparing to Teach in the Lifelong Learning Sector (QCF) 600/2771/X

		Legacy units																			
		AC 1.1	AC 1.2	AC 1.3	AC 1.4	AC 1.5	AC 2.1	AC 2.2	AC 2.3	AC 3.1	AC 3.2	AC 3.3	AC 4.1	AC 4.2	AC 4.3	AC 4.4	AC 4.5	AC 4.6	AC 5.1	AC 5.2	AC 5.3
New units — Unit 1	AC 1.1		F																		
	AC 1.2				F																
	AC 1.3	F																			
	AC 1.4	X																			
	AC 2.1	F																			
	AC 2.2			F																	
	AC 2.3	X																			
	AC 3.1	X																			
	AC 3.2												P								
Unit 2	AC 1.1						F														
	AC 1.2								F												
	AC 1.3				P																
	AC 2.1				P																
	AC 2.2											F									

Legacy units

New units		AC 1.1	AC 1.2	AC 1.3	AC 1.4	AC 1.5	AC 2.1	AC 2.2	AC 2.3	AC 3.1	AC 3.2	AC 3.3	AC 4.1	AC 4.2	AC 4.3	AC 4.4	AC 4.5	AC 4.6	AC 5.1	AC 5.2	AC 5.3
Unit 2	AC 2.3											X									
	AC 2.4							P						P							
	AC 3.1												F								
	AC 3.2																				
	AC 3.3														P						
Unit 3	AC 1.1																		P		
	AC 1.2																			P	
	AC 1.3																			X	
	AC 2.1																			X	
	AC 2.2																			X	
	AC 3.1					F															P
	AC 3.2																				X
Unit 4	AC 1.1									F											
	AC 1.2						P														
	AC 1.3						P														
	AC 2.1													F							
	AC 2.2													P							
	AC 2.3															F					
	AC 2.4																F				
	AC 3.1																	F			
	AC 3.2										F										

KEY: P – Partial mapping (some topics from the legacy unit appear in the new unit)

F – Full mapping (topics in legacy unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the legacy unit appear in the new unit, but new unit also contains new topic(s))

Annexe D

Personal Learning Log document

<table>
<tr>
<td colspan="3" align="right">***Centre name/logo**</td>
</tr>
<tr>
<td colspan="3" align="center">**Preparing to Teach in the Lifelong Learning Sector**
PERSONAL LEARNING LOG</td>
</tr>
<tr>
<td colspan="3" align="center">**Unit 6 and Unit 7**
Roles, Responsibilities and Relationships in Lifelong Learning
(Level 3 and Level 4)</td>
</tr>
<tr>
<td>**Name:**</td>
<td></td>
<td>**Registration number:**</td>
</tr>
<tr>
<td>**Candidate signature:**</td>
<td></td>
<td>**Date completed:**</td>
</tr>
<tr>
<td>**Tutor signature:**</td>
<td></td>
<td>**Date completed:**</td>
</tr>
<tr>
<td colspan="3">The purpose of this personal learning log (PLL) is to help structure the reflective process and gather evidence that can be used for the assessment of this unit at appropriate stages of learning. This means that both learning and assessment are ongoing and linked in a way that allows you to follow your progress throughout. You can keep account of progress using this form.

Tasks may be linked to directed individual study or group activities. This gives you a better understanding of the variety of learning and teaching that makes up lifelong learning, as well as the opportunity to draw on the experiences of others. The majority of your evidence will be collected and recorded during learning activities.

It is important that you carry out all directed activities as soon as possible after they are set. This means you will cover any background reading in plenty of time and this will help your understanding of underpinning principles and keep up with class activities (as well as build up evidence towards assessment). Ensure clear referencing, using the Harvard Referencing system. Materials gathered during individual research should be included as a part of your learning log only when it is clear that you have made use of the information, possibly where you have highlighted key information or made your own notes alongside text. Any materials included must also clearly show the source of the information such as website details (with date accessed), reference to books, magazines or newspapers as appropriate.

Note: The space allocated to each PLL entry should NOT be taken as an indicator of how much written work is required to address the issues raised by the guidance.</td>
</tr>
</table>

PERSONAL LEARNING LOG – entry 1

Responsibility for promoting equality and valuing diversity (AC 1.2)	
Reason	**Promoting and valuing**
For example, inclusion	For example, engaging all learners in the learning process and their own learning

Points of referral to meet the needs of learners (AC 2.2)
For example, through the use of additional, specialised learning support, specialised materials or equipment

Referral for meeting the potential needs of learners		
It is important to recognise the different needs of your potential learners and how to make the most of the resources available to you to help address those needs. There are possible sources of referral within an organisation but also through negotiation with other agencies.		
Where to refer your learners	**Possible/potential needs**	**Possible/intended outcomes**
Example 1		
Example 2		
Example 3		

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PERSONAL LEARNING LOG – entry 2

What makes a safe learning environment? (AC 3.1)	123

How do you maintain a safe learning environment? (AC 3.1)

What methods can you use to promote appropriate behaviour amongst your learners? (AC 3.2)

Principles behind the need for a safe and supportive learning environment to promote learning (AC 3.1)
Background reading and other sources

Key learning from this unit

Areas to find out more about

What I need to do next to improve my own practice

PERSONAL LEARNING LOG – entry 2

Outcome of individual research into legislation, regulatory requirements and codes of practice relating to own role and responsibilities (or potential role and responsibilities) (AC 1.1)	
Research	**Source of evidence and date accessed**
Notes	
Summary of responsibilities – an awareness of the legislation and how you see its relevance to your own role (AC 1.1)	

Requirements	Relevance to own practice
Health and safety	
Equality Act 2010	
Equal opportunity policy	
Child Protection Acts	
Data Protection Acts	

Requirements	Relevance to own practice
Other legislation or regulations, **eg awarding organisation, vocational or professional requirements**	
Organisation policies and procedures	
Codes of practice	

PERSONAL LEARNING LOG – entry 3

Own role/s in lifelong learning (AC 1.3)		129

Own responsibilities in lifelong learning (AC 1.3)	
Responsibilities	**To whom?**

Key issues identified relating to practice

RESPONSIBILITIES RELATING TO LEARNERS' NEEDS

Learners' needs (AC 1.4)	Identifying needs	Meeting needs
Physical needs, **general or specific**		
Learning needs or styles		
Knowledge, specialist or Functional Skills needs		
Skill needs, specialist or generic		
Group, social or emotional needs		

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Principles to explain why it is so important to identify and meet learners' needs in lifelong learning (AC 1.4)

Background reading and other sources

PERSONAL LEARNING LOG – entry 4

Boundaries between teaching role and other professional roles (AC 2.1)	
Teaching role as set out in job description	
Organisation policies defining role boundaries	
Personal boundaries	
Relationship boundaries	
Responsibility boundaries	

Own responsibilities in relation to other professionals (AC 2.3)	
Internal to organisation	133
External to organisation	

Annexe E

(Sample) Micro-teach assignment

Delivery of a micro-teach session on a new subject	
As part of your teacher training you are expected to give a micro-teach on a subject you have not delivered before. This could be a hobby or personal interest, the choice is yours. Topics chosen have included making cards, a favourite book or film, yoga....However, what is important is that you have some knowledge and confidence with the topic, so that you can concentrate on the actual presenting, teaching and learning. The purposes of the micro-teach are to: • gain experience of time management, managing learning and learners • use a range of teaching and learning activities in a safe environment • allow for feedback from an experienced tutor and/or peers, and • provide an opportunity for reflection and evaluation of own practice and performance. Using the micro-teach for those with current teaching practice allows an opportunity to try something different as well as helping with time management. To teach effectively it is important to work through the stages of preparing and planning, delivering and evaluating in order to develop own professional practice.	
1 Preparing and planning the 15-minute micro-teach session	Use evidence gathered beforehand, informed by all PTLLS units, to identify your specific subject content and learners' needs for your micro-teaching session. You MUST base your planning on appropriate **time management** within the time allowed so you do not try to do too much in the limited time. • **Setting up for the micro-teach = 5 minutes** • **Delivering the micro-teach = 15 minutes** • **Evaluation feedback from learners = 10 minutes** • **Micro-teach session = 30 minutes total** Use this information to decide the aim (what you want to achieve) and objectives (what you want your learners to be able to do) for your micro-teach session plan. Use your knowledge of your selected topic and your learners to select a number of appropriate teaching methods and learning activities for your micro-teach session plan Identify on the plan at least one opportunity to use an appropriate assessment method to check learning, during the session.
2 Delivering the 15-minute micro-teach session	Deliver your topic to your group using the prepared session plan – making sure to communicate effectively and appropriately with individual students and demonstrate good practice in giving feedback to learners.

3	**Evaluating the micro-teach and developing own practice**	As soon as possible following the session complete the session evaluation section of the lesson plan and use it when completing the personal learning log evaluation – which should include a review of the session based on the observation feedback from the tutor-observer and learner feedback.
4	**Evaluating the micro-teaching of others**	Complete an observation form for each observed micro-teach session, provide feedback to peers and use this information when evaluating your own approaches in order to identify possible ways to improve or develop your own practice.

Evidence from the micro-teach session should be put together as a portfolio and should include notes on:

- an outline of the learning group — including issues of differentiation, specific considerations, eg health and safety
- session plan — indicating topic/content, aims/objectives, teaching methods, learning activities, resources, learning checks
- samples of activities/resources used during the session
- samples of learning checks/assessment
- feedback from tutor/ peers
- personal session evaluation (This should be brief notes to provide reminder for more detailed evaluation).

Sample PTLLS session plan pro forma				
15-minute micro-teaching session plan				
Learner name:		**Observer name:**		
Learning Group:		**Date:**		
Location:		**Session No:**		
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:

Annexe F

Micro-teach observation feedback form

<table>
<tr><td colspan="5">Preparing to Teach in the Lifelong Learning Sector
Micro-teach observation feedback</td></tr>
<tr><td colspan="2">Learner name:</td><td>Date of observation:</td><td></td><td></td></tr>
<tr><td colspan="2">Session:</td><td>Length of session:</td><td></td><td></td></tr>
<tr><td colspan="2">Observer name:</td><td>Number in session:</td><td></td><td></td></tr>
<tr><td>Objectives</td><td>Excellent</td><td>Good</td><td>Satisfactory</td><td>Development needed</td></tr>
<tr><td>Teacher plans effectively and sets clear objectives that are understood</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Teacher demonstrates good subject knowledge and understanding</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Teaching methods used enable all learners to learn effectively</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Students are well managed and appropriate standards of behaviour are maintained</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Students achieve productive outcomes</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Teacher makes effective use of time and resources</td><td></td><td></td><td></td><td></td></tr>
</table>

Conclusions and feedback	
Strengths	
Areas for development	
Learner's comment	
Observer's overall feedback	

Observer Name/Responsibilities:	Learner Name/Role:
Learner signature:	Date:
Observer signature:	Date:

Annexe G

Unit 1: 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		

Learning outcomes	Assessment criteria		Portfolio reference	Date
	1.7	Explain how to adapt delivery based on feedback from learners in groups		
2 Be able to facilitate learning and development in groups	2.1	Clarify facilitation methods with group members to meet group and individual learning objectives		
	2.2	Implement learning and development activities to meet learning objectives		
	2.3	Manage risks to group and individual learning and development		
3 Be able to assist groups to apply new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply new knowledge and skills in practical contexts		
	3.2	Provide feedback to improve the application of learning		
4 Be able to assist learners to reflect on their learning and development undertaken in groups	4.1	Support self-evaluation by learners		
	4.2	Review individual responses to learning and development in groups		
	4.3	Assist learners to identify their future learning and development needs		
Learner name:				Date:
Learner signature:				Date:
Assessor signature:				Date:
Internal verifier signature (if verified):				Date:

Unit 2: 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		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts		
		3.2	Explain benefits to individuals of applying new knowledge and skills		
4	Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals		
		4.2	Review individual responses to one-to-one learning and/or development		
		4.3	Assist individual learners to identify their future learning and/or development needs		
Learner name:					Date:
Learner signature:					Date:
Assessor signature:					Date:
Internal verifier signature (if verified):					Date:

Unit 3: 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		

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		
		4.4	Maintain learning and development records in accordance with organisational procedures		

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature (if verified):	Date:

Unit 4: 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		
Learner name:					Date:
Learner signature:					Date:
Assessor signature:					Date:
Internal verifier signature (if verified):					Date:

Unit 5: 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 the requirements for keeping records of assessment in an organisation		

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature (if verified):	Date:

Unit 6: 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 role 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		

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

Unit 7: 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		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified):		Date:

Unit 8: 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		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Understand ways to create a motivating learning environment	3.1	Explain ways to engage and motivate learners in an inclusive learning environment		
		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 9: 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 practise their literacy, language, numeracy and ICT skills		

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 10: 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		

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
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		

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:

Learner signature: Date:

Assessor signature: Date:

Internal verifier signature
(if verified):   Date:

Unit 11: 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:

Unit 12: 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 and 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		

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

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