

# Teacher support materials

## BTEC Short Courses

Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector

Edexcel Level 4 BTEC Certificate in Teaching in the Lifelong Learning Sector

Edexcel Level 5 BTEC Diploma in Teaching in the Lifelong Learning Sector

February 2009

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## List of terms and abbreviations

Terminology/ abbreviation	Description
ACL	Adult and Community Learning (see also PCDL).
APL	Accreditation of Prior Learning.
Assessment criteria *	Statements that enable a judgement to be made about whether the learner has achieved the specified learning outcomes at a particular level.
CAT	Credit Accumulation and Transfer.
CPPD	Continuing Personal and Professional Development.
CRB check	Criminal Records Bureau check – national police check carried out for teachers and those working with young people and vulnerable adults.
Credit *	Credit is a measure of the volume of achievement that a unit represents and is a means of recognising, measuring, valuing and comparing achievement. Credit is awarded to learners for the achievement of whole units. One credit has a notional value of 10 hours of learning.
CTLLS	The Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector and the Edexcel Level 4 BTEC Certificate in Teaching in the Lifelong Learning Sector.
CPD	Continuing Professional Development.
DCSF	Department for Children, Schools and Families.
DfES	Department for Education and Skills (divided in 2007 from Department for Innovation, Universities and Skills and Department for Children, Schools and Families).
DIUS	Department for Innovation, Universities and Skills.
DTLLS	The Edexcel Level 5 BTEC Diploma in Teaching in the Lifelong Learning Sector.
GLH	Guided learning hours.
HE	Higher education.
IfL	Institute for Learning – the professional body for teachers, trainers and student teachers in the learning and skills sector. Website <a href="http://www.ifl.ac.uk">www.ifl.ac.uk</a>
ILP	Individual Learning Plan.
ITT	Initial Teacher Training.

Terminology/ abbreviation	Description
LLUK	Lifelong Learning UK: The Sector Skills Council for this sector. Please refer to website <a href="http://www.lluk.org.uk">www.lluk.org.uk</a>
Learning outcome *	Statements describing the things that a learner is expected to know, understand or be able to do on completion of a learning process.
Level descriptors *	Level descriptors are concerned with the outcomes of learning. They reflect the increasing complexity in each of the broad categories: knowledge and understanding; application and action; autonomy and accountability. A tool to be used by professionals to guide the development of units.
Micro-teaching	The use of a training class for trainee teachers to develop/teaching practice.
NLH	Notional learning hours.
PCDL	Personal and Community Development and Learning (an alternative term for ACL).
PTLLS	The Edexcel Level 3 and 4 BTEC Award in Preparing to Teach in the Lifelong Learning Sector: the introductory, 6-credit qualification, and mandatory unit of the Certificate and Diploma in Teaching in the Lifelong Learning Sector.
QAA	Quality Assurance Agency (for higher education).
QTLS	Qualified Teacher Learning and Skills (the term describing the status of those who are licensed to practice as a teacher in the sector).
SVUK	Standards Verification UK is a sub-division of LLUK. Their main role is to verify and endorse qualifications, for example initial teacher training.
TQF	Teacher Qualification Framework – for further information check the LLUK website.
TSM	Teacher support materials – documents produced by Edexcel to provide guidance for the delivery and assessment of qualifications.

\* These explanations are taken from the QCA Guidelines for writing credit-based units of assessment for the Qualifications and Credit Framework tests and trials version 2.

**For additional information on terms used within this qualification, please refer to the *Preparing to Teach in the Lifelong Learning Sector* textbook and CD ROM, available on registration.**

**For the purpose of this document, the term ‘teacher’ is used generically to represent teachers, tutors, trainers, lecturers and instructors in the sector.**

**For the purpose of this document, ‘learner’ refers to the person taking the qualification. ‘Student’ is used to indicate anyone the ‘learner’ is teaching.**

## **Qualification titles covered by these teacher support materials**

**Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector**

**Edexcel Level 4 BTEC Certificate in Teaching in the Lifelong Learning Sector**

**Edexcel Level 5 BTEC Diploma in Teaching in the Lifelong Learning Sector**

# Introduction

These are the teacher support materials (TSM) for the Qualifications and Credit Framework (QCF) Edexcel Level 3 BTEC Certificate, Level 4 BTEC Certificate and Level 5 BTEC Diploma in Teaching in the Lifelong Learning Sector. The support materials give guidance on teaching these qualifications. They should be used alongside the *Guidance and units*, the textbook and the CD ROM which accompany the qualifications. The textbook and CD ROM have also been developed to support learners through their programme and in producing work for assessment. The textbook was written for *Preparing to Teach in the Lifelong Learning Sector*, and is at Level 3, but can be used for all the above qualifications. The CD ROM is designed to be used with the textbook but the material it contains can be used at every level.

These teacher support materials cover the mandatory units only. The main principles identified in these materials can also be applied to the option units.

They are not intended to be prescriptive and centres do not need to attempt to deliver everything that is suggested. To assess these qualifications work needs to be produced that meets the requirements of the assessment criteria and to reflect the contexts in which learners work. The certificate or diploma is available at Levels 3, 4 and 5, the learning outcomes and assessment criteria are similar. Level 4 requires greater level of referencing, research, analysis and development and this is evident in the different way the units have been written.

These teacher support materials are designed to support the certificate or diploma in initial teacher training and should be used alongside the unit specifications, the textbook produced to accompany this certificate or diploma and the CD ROM developed to support learners through the process of collecting evidence for portfolio building. Each learner registering for this certificate or diploma will be given a copy of the textbook and the CD ROM and creative use of these resources should be encouraged.

The TSM:

- clarifies of the possible routes learners can follow in order to achieve the certificate or diploma and the different levels
- suggest where portfolio evidence may be found, appropriate to Level 3, 4 or 5
- provide ways of addressing the learning outcomes.

The materials also provide some of the background to the development of the certificate and diploma.

The new Teacher Qualification Framework consists of a number of units and differently sized qualifications which have been designed to be appropriate for the different teaching roles. It is possible to build up units to achieve the Level 5 Diploma.

The starting point for anyone new to teaching is the Edexcel BTEC Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS), a 6-credit qualification, available at Levels 3 and 4.

Teachers in an associate teacher role will take the Edexcel BTEC Certificate in Teaching in the Lifelong Learning Sector (CTLLS), a 24-credit qualification available at Levels 3 and 4. There is also a requirement for 30 hours of teaching practice.

Teachers in a full teaching role will take the Edexcel BTEC Diploma in Teaching in the Lifelong Learning Sector (DTLLS), a 120-credit, Level 5 qualification. There is also a requirement for 150 hours of teaching practice.

The levels are designed to enable learners to work at level appropriate to their skills and knowledge. For example, a person who has general qualifications and NVQs at Level 2 would be best suited to the Level 3 PTLLS, whereas a graduate wanting to explore teaching to see if they want to train for a full role would be best suited to the Level 4 PTLLS. Having taken PTLLS, a learner would select which qualification to take next depending on their anticipated future role.

The choice of qualification will depend on the role the learner will ultimately take. For example, a trainer in a local council who delivers one- or two-day programmes such as ‘How to write a report’ or ‘Health and safety in the office’ would need to achieve only the *Certificate in Teaching in the Lifelong Learning Sector* at Level 3, along with their professional recognition from the Institute for Learning (IfL). However, a full or part-time teacher involved in assessment and curriculum planning would need the full Diploma, as well as the professional recognition. Further details are available on the LLUK website [www.lluk.org.uk](http://www.lluk.org.uk)

### Structure of the qualification

Within the Edexcel Level 3 BTEC Certificate, Level 4 BTEC Certificate and Level 5 BTEC Diploma in Teaching in the Lifelong Learning Sector specification the units have not been numbered. However, for this TSM the units have been numbered for referencing purposes.

Level	Credits	Unit title	QCA reference
4	6	Preparing to Teach in the Lifelong Learning Sector	Y/500/8947
4	9	Planning and Enabling Learning	D/500/8979
4	3	Principles and Practice of Assessment	K/500/8953
4	15	Enabling Learning and Assessment	Y/500/9886

## TSM in relation to the specification and CD ROM

The general information in the *Guidance and units – Edexcel Level 3 BTEC Certificate, Level 4 BTEC Certificate and Level 5 BTEC Diploma in Teaching in the Lifelong Learning Sector* is not repeated here. The purpose of the TSM is to expand and support some of the topics from the specification. Some topics receive a little additional detail.

In addition there are example:

- lesson observations
- individual learning plans (ILPs).

The *Guidance and units – Edexcel Level 3 BTEC Certificate, Level 4 BTEC Certificate and Level 5 BTEC Diploma in Teaching in the Lifelong Learning Sector* has a glossary and the terms are used in the same way in this TSM. However, it is worth re-stating that in these materials the following terms are used:

- teacher – the tutor providing the training for the teaching qualification. It is also used to mean teachers generically and includes tutors, trainers, lecturers and instructors
- learner – the trainee teacher seeking to achieve the teaching qualification
- student – those attending the training provided by the trainee teachers. It is anyone the learner is teaching.

The CD ROM contains:

- interactive assessments
- guidance on portfolio building
- reflective practice journal (RPJ) template
- toolkit with:
  - Harvard referencing guidance
  - lesson plan templates
  - time management guidance
  - the standards for QTLS
  - group contract template
  - icebreaker activities
  - CV template
  - quotes
  - top tips for teachers.

These teacher support materials provide advice on:

- the location and nature of the materials available
- activities that can be used
  - when teaching the units to focus on the learning outcomes and assessment criteria
  - to generate evidence that can be used in the portfolio and assessed
- establishing good practice that may also be shared with learners.

# Initial assessment and learning plans

Before learners embark on their Certificate or Diploma they need to have an initial assessment to establish their:

- existing level of academic qualifications
- current vocational/professional qualifications
- current level of personal literacy, language, numeracy and information and communication technology (ICT) skills
- teaching and training experience
- access to, and nature of, teaching/training opportunities
- personal/professional goals and appropriate timescales for achievement
- motivation for undertaking the course
- potential personal, professional or learning support needs.

From the initial assessment each learner will generate an Individual Learning Plan (ILP) which will plot the stages on their route towards QTLS status. The ILP will have the option to create pathways through the qualification and select additional units that build into the alongside the relevant mandatory units.

The initial assessment should, in addition, provide an opportunity to record details in the ILP about the:

- context of teaching/training/tutoring/mentoring
- appropriate subject/area of competence/qualifications
- current levels of understanding/competence.

All learners will discuss their learning plans in follow-up tutorial sessions during their programme of study to reflect on each phase of their development, evaluate their own performance, review their competence at different stages, identifying areas requiring further development and plan for continuing professional development (CPD). This will, in turn, generate material that can be recorded in the reflective practice journal (RPJ).

When giving advice and guidance teachers need to consider the different levels, roles and responsibilities covered by the qualifications and ensure individual learners choose the qualification that meets the immediate requirements of their own specific organisation, as well as providing an appropriate starting point for CPD.

# Teacher Qualification Framework roles

## The associate teacher role

This role carries fewer teaching responsibilities than for the full teaching role. However, the quality of teaching is the same as for the full role. Someone is deemed to be in an associate teacher role if they teach predominantly in at least one of the following ways, regardless of the amount of teaching undertaken:

- from packs/prepared materials with few responsibilities for designing curriculum and teaching materials
- on a one-to-one basis
- on a programme confined to a particular level/subject/type of student
- on short courses
- on an occasional basis such as in adult and community learning.

## The full teacher role

This role applies to those who have full responsibility for:

- using materials they have designed and evaluated
- working across a range of levels, subjects and learner types
- working across, or contributing to, a range of programmes of varying length
- achieving QTLS status
- contributing to a course/curriculum team looking at organisational quality assurance procedures.

For further and full details please visit the LLUK website [www.lluk.org.uk](http://www.lluk.org.uk)

## Tutoring and mentoring and the role of supporting those in initial teacher training

The purpose of mentoring is to provide learners with a critical friend, in the early stages of their teaching career, someone who listens, provides support and encourages reflection. Ideally, learners should select their own mentor. It is essential that there is trust and respect in the relationship so that the learner is comfortable in approaching the mentor to discuss issues that are likely to affect their teaching. Mentors enable learners to consider their own teaching/training practices and explore issues that arise with a view to identifying how they might shape professional development. The mentor should not attempt to direct or take control of the relationship. The mentee must retain responsibility and the ability to direct discussions at all times. It is advisable that a mentor is not the learner's own line manager as this may lead to a potential conflict of interest or a situation where the mentor finds it difficult to allow the learner to develop their own approach.

Mentoring involves:

- helping learners to reach their potential
- supporting communication and the development of interpersonal relationships
- inducting learners into the organisation and ensuring they are familiar with the systems and procedures
- a new role and responsibilities clarifying to reduce any stress
- providing the opportunity to reflect on experiences by offering another perspective
- sharing good practice
- reflecting on different approaches to teaching and learning in the specialist subject/area or context, particularly when the mentor is an experienced practitioner
- offering the benefit of experience
- facing up to any teaching issues with the mentee
- empowering mentees to take control of their own personal and professional development.

The relationship between mentor and mentee is constructive based on open communications through:

- gaining commitment to the mentoring process by appropriate matching mentors and mentees
- getting to know one another in relation to the role and developing the relationship by exploring areas of need and sharing practical ideas
- learning together so that the mentee puts their development plan into action with the support of their mentor
- reviewing, evaluating and modifying the relationship
- recognising when the mentoring relationship has achieved its objectives.

A mentor should be able to offer appropriate specific subject or context support and guidance when required to do so. Alternatively, particularly in smaller organisations, it is useful for the mentor to suggest alternative approaches that help to broaden the learner's experience.

**Addressing literacy, language, numeracy and ICT needs in education and training: *Defining the minimum core of teachers' knowledge, understanding and personal skills***

All those involved in teaching must recognise the importance of their own role in developing the functional skills of their students. Whatever the learner does in the teaching context impacts on students and all learners need to be confident about the level of their own functional skills. This has been highlighted through the incorporation of the minimum core, covering literacy, language, numeracy and ICT, into teaching qualifications. Throughout teacher training the two strands of developing the learner's own functional skills and also those of their students will be reinforced.

During teaching practice it is possible to identify opportunities to develop functional skills by embedding the key skills or core curriculum learners need to know the depending on the policy adopted by the particular organisation. Current standards and they must be used when planning programmes and teaching sessions. These skills can be developed and used by students when carrying out coursework and portfolio building. Resources developed for students should incorporate literacy, language, numeracy and ICT skills.

## Assessment and assignments

The *Guidance and units – Edexcel Level 3 BTEC Certificate, Level 4 BTEC Certificate and Level 5 BTEC Diploma in Teaching in the Lifelong Learning Sector* includes example assignments for the mandatory units. These can be modified to take account of local contexts.

Teachers may wish to design their own assignments. When designing assignments, teachers must ensure that the tasks set allow learners to produce the required evidence for assessment. The easiest way to do this is to base all tasks on the assessment criteria. So if the criterion reads, 'Identify and explain the qualities and skills required in a coach' then teachers may set tasks such as 'Identify and explain the qualities and skills required in a hockey coach' or 'Identify and explain the qualities and skills required in a learning coach' depending on the learner's work context. In both cases the wording is firmly based on the criterion. All criteria must be covered in the assignments accompanying a unit. Do not leave any criteria out or add any new, local criteria.

All assignments whether provided or centre designed, must be internally verified to ensure they are suitable. A record of this must be kept and only internally verified assignments should be used.

Where accreditation of prior learning is used the evidence submitted must demonstrate that the learner has met all the assessment criteria before a unit can be achieved.

It is important for teachers to brief learners when an assignment is issued to ensure they are clear about what is required from them.

Learners should have access to the *Guidance and units – Edexcel Level 3 BTEC Certificate, Level 4 BTEC Certificate and Level 5 BTEC Diploma in Teaching in the Lifelong Learning Sector*.

# Reflective practice

Learner can use the reflective practice journal (RPJ) have an opportunity to record different aspects of their teaching and evaluate both the teaching and learning processes. Wider items might be noted if they impact on classroom practice. For example, sitting a driving test theory examination might cause someone to reflect on how online testing could be developed in their own work. Similarly, a news item about the Leitch Review of Skills should be of interest to any teacher. One immediate thought for reflection might be why HM Treasury is taking the lead in considering the development of the skills capacities of the workforce.

It is important that learners receive feedback on their reflective practice. It is useful to have a reflective practice journal which allows the teacher or mentor to respond, so the process becomes interactive. Learners should be encouraged to reflect after each teaching session so they can consider how issues arising impact on their own work.

Reflective practice can encourage the individual to 'read around' the subjects in order to develop a better understanding of teaching their specialism. This can also provide evidence for assessment and give the learner more control over their own action planning.

Whilst experienced learners may have been building on their knowledge and understanding of teaching and learning over a number of years, those less familiar with the field may need more focus and encouragement in order to need use the reflective process effectively. Less experienced learners may set specific occasions to produce of a reflective journal entry, particularly in the early stages. In some situations learners may need support in writing a journal and a template is provided on the CD ROM.

For more experienced learners journal entries might be a series of reflections on 'eureka' or 'd'oh!' moments where they trigger their own opportunities for reflection. However, it is important to encourage regular written reflection.

Where individual experience may be limited, or not current, learners can be directed towards appropriate reading in order to encourage them to look beyond the obvious aspects of what goes on in a teaching or training context. This is particularly useful for those learners who need to demonstrate a greater level of research and analysis of the topics. Learners must appreciate the role of underpinning knowledge they especially where, may be working independently for at least part of the qualification and may not have the opportunity to share ideas and experiences regularly with others. Teaching is not formulaic and it is this knowledge that enables the effective teacher to adapt and modify their approach to meet their own learners' needs.

## Training providers and work-based learning

One of the biggest advances brought about by the changes in initial teacher training has been the recognition of the role of the associate teacher and trainer. Previously, teacher training had to shoehorn a wide range of work-based instruction into a qualification largely designed for those working in further education. However, the CTLLS recognises the need for certification of instructors and trainers in the work-based sector.

The approach to the mandatory units encourages a more interactive and practice-based approach, whilst the option units allow further specialisation to meet specific needs and contexts. Teacher training providers can match their course content and delivery to the needs of different market groups and tailor the programme for different groups. The needs of trainers in the military are not identical to those of trainers in the health service but both can be met by the flexibility of CTLLS. This prepares trainers for a specific role rather than requiring them to have a full teaching qualification. However, it does allow them to progress to QTLS at a later point if required.

Throughout the mandatory and option units there are opportunities to link to specific work-based contexts. Assignments used to generate evidence to meet the assessment criteria can be linked to work-based practice and made more meaningful for learners. This is a significant advantage over previous qualifications where learners have been unclear as to why they need to learn things that have no relevance to their working situation or their own students. It is now the responsibility of teacher training providers to adapt their delivery to meet the needs of their learners. This also ensures that former 'Train the Trainer' courses are recognised as a part of the framework for initial teacher training.

# Learners' induction

Induction introduces learners to what they should expect of the course and what will be expected of them. Time spent on induction can mean that learners:

- are better prepared to take responsibility
- recognise where they can best use own experiences to best use
- recognise where they need to work on areas of their own skills and ability
- understand how the course can benefit them.

In certain circumstances it may even be necessary to persuade more experienced learners that the course can offer them something challenging and that in teaching one never stops learning. No matter how little or much experience a learner has they need to appreciate that their own learning makes a valuable in contribution to the range and variety of teacher training on offer. Some learners may not understand the need to take an active role in sessions as they will expect the teacher to instruct them in the skills required to carry out their roles. The balance needs to be established through effective course induction.

Time spent on induction should be balanced between formal course management and being interactive so that the amount of paperwork is minimised and learners do not leave with little recollection of what went on in the session. Learners will expect to leave an induction session with a clear understanding of the course they are embarking on and it is essential that these expectations are met. Complete formal paperwork any beforehand rather than taking time from the session. This is worth the time and enhances the professionalism of managing teacher training.

Issuing the course handbook before the induction session means that learners have an opportunity to read through the essential course information and come to the session with any questions. As part of the course preparation, ask learners to prepare their individual educational timelines which they can then share with others in the group, or ask them to bring an artefact or item that they feel represents who they are and use it to introduce themselves to the others.

An icebreaker activity is included on the CD ROM. Some additional alternative, activities follow.

## Lifelong learning and education timeline activity

The induction assignment is intended to consider the range of educational experience within the group and to share this experience through a visual display.

For the assignment you need to reflect on your own experiences, or those of another member of your family, where you can show progression through formal education from the earliest point in time (four or five years of age) through to when you/they finished formal education (at 16 or post-16).

You should produce one resource for your part of the visual display which will show all the experiences, the group. This should include reference to:

- the age/s and timescale/s involved
- the nature of the educational experience
- the qualifications achieved (where appropriate)
- the type of school/establishment and the teaching/training provider.

### ‘Getting to know you’ activity

In any teaching course one of the most important elements, which creates the ‘buzz’ of the group and the essential dynamic learning environment, is knowing who the other group members are. Once you have had a chance to establish this it is possible to create feelings of trust and cooperation where individuals feel more comfortable about making contributions.

Using Tuckman’s model, the aim of this first part of the induction assignment is to short-circuit the cycle of forming, storming, norming and move on to the performing stage. Select an object which you feel is representative of you as an individual. It could be a particular artefact, souvenir, ornament, a piece of rock, a photograph, an article of clothing, an item of food, or anything you feel says something about you. Using your object talk for two minutes about yourself so there is no risk of other group members going through the course never knowing your name.

### Teaching context activity

This induction activity is also aimed at breaking down any potential barriers by moving through Tuckman’s stages with enthusiasm. Each group member will establish their teaching or training experiences by explaining their role to a partner who will then convey this back to the group. This will introduce everybody’s teaching experience to the group members and emphasise the range of experience represented by the group. This activity has the advantage of individuals new to the group, and each other, only having to talk about themselves directly to one other person.

You will need to be prepared to summarise:

- your teaching subject
- the location/context of your teaching
- your role within the teaching context
- ‘highs and lows’ of your teaching role
- your hopes about the CTLLS/DTLLS course.

Share this information with a partner and discussing what you have found out about each other, summarise this to introduce your partner to the others in the group.

A good idea is to provide a seating plan so that everyone has the opportunity to record the name and teaching role of each member of the group. This also benefits the group teacher as it helps to make the group members feel welcome and appreciated as individuals.

These approaches can be used in conjunction with each other if the timescale and programme allow.

Start with a welcome and brief introductions to the teaching team so learners know who will be delivering the units along with their relevant qualifications and experience, the course teachers with responsible for mentoring and observations, and those responsible for additional learning support if this is required or available.

Time should be allowed for the group to discuss their expectations of the course. This can lead to establishing group protocol with the aid of a whole group word storm (similar to that recommended in mandatory *Unit 2: Planning and Enabling Learning*). When using resources such as a flipchart or interactive whiteboard the information can be recorded and printed for the group to refer to when necessary. Group and individual ownership of the course can be encouraged if each individual is asked for their own contribution. This can be particularly helpful for quieter group members who might otherwise be dominated by more outspoken members and feel their contribution is less valid.

As part of the induction documentation associated with the course organisation will need to be completed but learners should see this as secondary to their own needs. Part of the teacher’s responsibility should be to emphasise the importance of teamwork and the role of reflective practice so learners understand their own role in the learning process.

As a demonstration of good practice the induction should end with a summary of the key learning outcomes from the session. This can either be teacher led, generated through questioning of the group, or an evaluation of the induction session using different coloured notes. One colour for positive comments and another for negative comments or suggestions for improvement. These can be used for planning the next session.

Introducing the study skills needed to achieve the best possible results requires time and many centres will have standard materials on assessment policy and practice, plagiarism, Harvard referencing and study techniques.

Learners will need guidance on completing assignments and producing assessment evidence. Some learners may have been out of formal education for some time and their assignment production skills will be 'rusty' or different from those needed for CTLLS or DTLLS. Learners who have come directly from education may have some idea of work expected for their programme.

A visit to a learning or resource centre and library will help learners identify the range of online and traditional resources available to support their practical classroom experiences. This will encourage a better understanding of the learning process. An introduction to the organisation's intranet and virtual learning environment (VLE), such as Moodle, is beneficial as learners will adopt new techniques.

This is useful material that will make gathering portfolio evidence easier and the teacher to set a positive tone for the programme.

## Training from Edexcel

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 student-centred learning and teaching approaches
- building key skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com](http://www.edexcel.com)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training will also underpin many areas of the LLUK standards for teachers working towards them.

## Further information

Edexcel regularly produces policy statements on our qualifications and accompanying procedures. Please check the Edexcel website for current information.

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website at [www.edexcel.com](http://www.edexcel.com).



# **Teacher support materials for the mandatory units**



# Teacher support materials for Preparing to Teach in the Lifelong Learning Sector

The *Preparing to Teach in the Lifelong Learning Sector* unit at Levels 3 and 4 has the following learning outcomes.

Learning outcomes	
On completion of this unit a learner should:	
1	Understand own role, responsibilities and boundaries of role in relation to teaching
2	Understand appropriate teaching and learning approaches in the specialist area
3	Demonstrate session planning skills
4	Understand how to deliver inclusive sessions which motivate learners
5	Understand the use of different assessment methods and the need for record keeping.

Learners can achieve these learning outcomes by carrying out the suggested activities.

The textbook and CD ROM can be used as a framework for this unit as they provide a simple and direct route for generating appropriate evidence. This route is based on developing an understanding of the processes involved in effective delivery and a range of ideas for producing materials which focus on the assessment criteria. The TSM follows the chapter layout used for the textbook and CD ROM.

Through initial tutorial guidance learners need to be made aware of the requirements of the learning outcomes and assessment criteria for the unit. Wherever possible use should be made of naturally occurring evidence which may include:

- video/DVD
- audio tape
- teaching materials and resources
- session plans
- schemes of work
- assessment materials
- observation reports.

Other documentation such as written explanations, evaluations and records of professional discussions can be used to fill any gaps in the evidence identified above.

As part of building portfolio evidence the learner should also complete a reflective practice journal (RPJ). This should give them an opportunity to identify how theory can relate to practice and the importance of using evaluation to inform and improve practice. This reflection addresses some of the assessment criteria, such as the justification behind the approaches to teaching and learning the learner selected to use with students. This gives more experienced learners an opportunity to evaluate their own methods and styles of delivery with a particular focus on their own specialist area/subject.

## **Learning outcome 1: Understand own role, responsibilities and boundaries of role in relation to teaching**

### **Activity 1.1.1**

Encourage learners to reflect on why they have come into teaching. They could look back on their own learning experiences. As a group, explore what made this work. Questions that may help to identify these experiences could be:

- was it due to the approach of the particular teacher/trainer?
- was it the subject matter?
- was it related to the use of materials or resources?
- did the assessment strategy suit you?
- what was it about how the teacher managed the learning experience or environment that made the experience positive?

By enabling learners to analyse their experience objectively it is possible to consider the underlying issues.

When analysing a negative experience, explore what contributed to the negativity. For an occasion where it was felt that learning was not taking place, explore why individuals were not engaged in or motivated by the learning process. Questions that may help to identify these experiences could be:

- Was there too much teaching?
- Was the approach wrong for you with too much theory and not enough practice?
- Did you get any positive reinforcement?
- Was it lack of planning or organisation?

Compare and contrast the different features that make a learning experience either positive or negative. Analyse the role of the teacher in managing the learning experience and creating an appropriate environment for learning.

### Activity 1.1.2

All learners involved with teaching, training or tutoring need to be aware of current legislation as it affects the individual as well as the whole organisation. It is essential that all trainee teachers are aware of the requirements of the teacher at national, regional and local levels. A useful learning activity can be to ask different members of the group to take responsibility each week for producing a handout the whole group that summarises legal, regulatory and educational considerations and how they impinge on the role of the teacher. Classroom discussions can also be consolidated in a handout. It is an interesting challenge and allows learners to use initiative, research information and use ICT as each group member will be responsible for producing a resource as opposed to just making their own notes. This can also make better use of sessions as learners do not spend time copying from flipcharts.

Look at the current legal and regulatory framework as it affects teaching and training.

It is the responsibility of the individual teacher to ensure that the requirements of the Health and Safety at Work Act, and other relevant legislation/codes of practice, are met. Carrying out a risk assessment of the teaching environment is important so that learners are made aware of the risks to themselves and their students. Most organisations have their own paperwork and learners are required to carry out regular health and safety checks. Carry out a risk assessment of the teaching/training environment and discuss the issues identified.

A range of websites which can be used to explore current requirements are mentioned in the textbook and CD ROM and include:

- [www.dfes.gov.uk](http://www.dfes.gov.uk)
- [www.lluk.org.uk](http://www.lluk.org.uk)
- [www.nfer.co.uk](http://www.nfer.co.uk)
- [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- [www.successforall.gov.uk](http://www.successforall.gov.uk)
- [www.tes.co.uk](http://www.tes.co.uk)
- [www.trainingfoundation.com](http://www.trainingfoundation.com)

### Activity 1.1.3

Explore the range of points of referral available to learners. Learners should obtain prospectus materials, student charters, college handbooks, induction materials, course handbooks, study skills materials, diagnostic tests, teacher support materials, as well as any reference materials for example counselling or careers advice information.

Arrange for a teacher, a careers counsellor, a skills teacher, an advice and guidance officer and a course manager to talk to learners about their responsibilities.

In groups, identify the purpose of each of the referral and support agencies and how they contribute to the role of the teacher.

#### **Activity 1.1.4**

Obtain a copy of the organisation's equal opportunity policy and use this as the basis for a group discussion in order to raise issues of how the policy can be/has been implemented and how it addresses the needs of equality and inclusion within the organisation. Where the group comes from a range of organisations it is useful to compare different policies. Where it is difficult to access a policy document learners can research a document from one of the websites concerned with equal opportunities issues.

In small groups encourage learners to design their own equal opportunities policy with suggestions as to how the policy could be implemented. This should include issues such as timing of courses, cost of courses, distance and accommodation as well as gender, culture and physical/learning disabilities.

Review the procedures and resources in the centre to see if they comply with equal opportunities requirements. This might involve looking at teaching literature to establish how inclusive the materials are.

Another option is to undertake an accessibility audit for the centre to see what provisions have been made to enable access to resources.

#### **Activity 1.1.5**

In this context record keeping refers to the professional duty of each teacher to track and log the course and the learners involved. Information such as attendance, retention and progression is required from those working in further education. The qualification provides an opportunity to demonstrate basic numeracy skills to calculate average, range and percentages from the data. This is an ideal opportunity to use real data.

If real data is not available then for a given 'register' complete:

- the totals for attendance per session and per student
- the percentage attendance per student
- the average attendance per session
- the percentage of learners completing the course
- the range of attendance over the course (maximum to minimum).

What does the data reveal and how could the information be used in shaping teaching activity?

Use the following example.

Student name	3 Sep		10 Sep		17 Sep		24 Sep		1 Oct		8 Oct		15 Oct		22 Oct		29 Oct		5 Nov		12 Nov		End
	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	
Bosch, Hieronymus	/		/		/		/		/		/		/		/		/		/		/		9
Canaletto, Antonio	/		/		/		/		/		/		/		/		/		/		/		11
Constable, John	/		/		/		/		/		/		/		/		/		/		/		10
Cosslett, Peter	/		/		/		/		/		/	left			/		/		/		/		3
Crossley, Harley	/		/		/		/		/		/		/		/		/		/		/		10
Dali, Salvador	/		/		/		/		/		/		/		/		/		/		/		
Da Vinci, Leonardo	/		/		/		/		/		/		/		/		/		/		/		
El Greco, Domenico	/		/		/		/		/		/		/		/		/		/		/		
Gauguin, Paul	/		/		/		/		/		/		/		/		/		/		/		
Goya, Francisco	/		/		/		/		/		left		/		/		/		/		/		
Landseer, Edwin	/		/		/		/		/		/		/		/		/		/		/		
Monet, Claude	/		/		/		/		/		/		/		/		/		/		/		
Picasso, Pablo	/		/		/		/		/		/		/		/		/		/		/		
Renoir, Auguste	/		/		/		/		/		/		/		/		/		/		/		
Reynolds, Joshua	/		/		/		/		/		/		/		/		/		/		/		
Turner, William	/		/		/		/		/		/		/		/		/		/		/		
Attendance	15		14		15		11																

**Key**

- P – Present
- A – Absent

## Learning outcome 2: Understand appropriate teaching and learning approaches in the specialist area

### Activity 1.2.1

Carry out a teaching/learning audit. Individually learners draw up a table listing the range of teaching and learning approaches which are appropriate to an individual subject area or context. Alongside each item give a justification of how and why it is considered appropriate for each particular specialist area. Categorise the selection under, skills, knowledge and understanding. Some approaches may fit under more than one heading and this should be made clear.

This provides an opportunity to introduce theory related to categorising learning by domains and to consider Bloom's taxonomy. By encouraging learners to consider how different approaches may be better suited to particular subjects or groups of students, they can reflect on the suitability of different teaching methods and learning strategies. Learners from different backgrounds and teaching contexts can then compare perceptions of what works subjects and for different students.

**If time permits, this additional activity may be completed.**

We are all different and our own experiences have a strong influence on our ability to interpret and absorb information. If we cannot match information to some of the concepts we already possess, it is far harder to retain new information.

The simplest learning styles have been used in – *Bandler and Grinder's Multi-sensory approach*. The key element here is that it encourages prospective teachers to remember that not everyone learns just because they are being taught. An over reliance on the auditory approach has been a feature of traditional teaching and continues to dominate higher education. Learners need to be aware of the reasons why this approach turns some students off.

Encourage learners to explore these concepts fully in order to adopt a more varied approach to planning sessions and developing resources.

For the Certificate or Diploma, provide a more holistic approach. It is worth reviewing mandatory *Unit 2: Planning and Enabling Learning* when organising the scheme of work as the issues dealt with in Unit 1 are also covered in the other units in greater depth. The consideration of learning styles is a good example as the VARK model is used in Unit 1 and other models are covered in the Certificate and Diploma. Where Unit 1 is used as a pre-service, stand-alone unit, this approach can equip those without teaching experience of with the basics.

Most centres can access a learning styles questionnaire. Some centres use a paper-based VARK questionnaire, whilst others may use an electronic version such as Quicksan. These should be used in initial assessment before registration but may also be used to introduce to learning styles for those undertaking teacher training. Learners will have the opportunity to interpret their own preferred learning style and link this to their own learning experiences.

Having completed the questionnaire, learners should reflect on how they perceive their own preferred learning style. It should be emphasised that learning styles do not predict the capacity to learn but can be used to vary the learning experience within any given session. In discussion emphasise that all learners and students should be given every opportunity to learn in as many different ways as possible in order to develop their own learning strategies. (This is an overview only as the topic is dealt with in greater detail in other units.)

Working in small groups, use the information about preferred learning styles to devise a session using each of the learning styles visual, auditory, kinaesthetic, read/write and multi-sensory. A topic could be suggested for the session, reflecting the different contexts of the groups, or learners could decide their own topic for the session. It can save time if the topics are chosen by the teacher beforehand as groups can spend a lot of time discussing what to use as the topic, becoming diverted by the variety of experiences within the group. Alternatively, this activity can be used as effective an icebreaker. Present ideas to the other groups and explain why particular activities using particular styles were selected. Suggest other approaches that could also be used.

With a small group, everyone could cover each of the different learning styles. For a larger group it might be beneficial to create sub-groups and allocate each one a specific style. This makes more effective use of the time and encourages peer teaching and presentation skills. It can be adapted further by allocating each sub-group a preferred learning style based on the dominant learning style of that sub-group or by allocating the group a different style, for example auditory learners asked to think and work in a visual style. This is an effective way to get learners to appreciate that their preferred learning style may lead them to teach in a very different way to the way many of their own students would prefer to learn.

### **Activity 1.2.2**

Obtain a copy of the syllabus or guidelines for the learner's own specialist subject/area as these generally include signposting for the appropriate key skills/core curriculum. Use these as a guide to identify opportunities for addressing the functional skills. Select a specific aspect of the subject area to produce a mapping document which identifies opportunities for embedding a range of functional skills literacy, language, numeracy and ICT at a level to suit the student group.

Mix and match members of the group so that small groups can draw an appropriate range of experience in order to use the mapping exercise in planning a session that embeds literacy, language, numeracy and ICT skills that could be as portfolio evidence.

This will require copies of the current functional skills descriptors.

Each group should produce a specific numeracy activity to suit Level 1 students. The group should then present and justify the activity to the other groups in order to discuss the strengths and weaknesses of the selected approaches and how these might be adapted for practical use.

One of the most effective ways of engaging learners is to pair learners with similar or very different backgrounds or teaching contexts. Similar contexts allow opportunities for peer support whilst pairing contrasting learners can create an environment for more reflection and evaluation as ideas have to be explained and justified clearly. Having to justify the choice of teaching and learning approaches means that following discussion ideas have been tested and the reason of the choices are clearly stated. Linked with this activity is the opportunity for the pairs to justify the approaches adopted by their partner as a mini-presentation to others. This then also provides an introductory teaching session.

### **Activity 1.2.3**

In pairs, learners explain to their partner the approach adopted for a specific session designed to engage students actively in their own learning and help them towards autonomy in learning. This can be the same session discussed earlier in this section. Discuss the implications of the selected approaches and consider alternative options.

This can also be an opportunity to use ICT when making the mini-presentation in activity 1.2.2.

### **Learning outcome 3: Demonstrate session planning skills**

An interesting activity to engage learners from different backgrounds and experiences is to run a micro-teach session of 10-15 minutes. It is helpful for those with little or no teaching experience to have the opportunity for trial and error in a relaxed, unthreatening and fun environment where they can receive peer and teacher feedback. Plans can be compared and reviewed to develop them further.

### **Activities 1.3.1, 1.3.2 and 1.3.3**

#### **Micro-teach example A**

Deliver a 10-15 minute session based on a subject or theme not normally taught but familiar such as a hobby or interest. This creates a 'level playing field' where no one person's experience of teaching a subject gives them an advantage over others in the group. Everyone delivers something different but by choosing a hobby they should have some knowledge or interest they can share with others. The results are usually interesting and challenging. The session should include evidence of appropriate structured planning, a range of teaching and learning activities and the use of some teaching resources.

### **Micro-teach example B**

Each member of the group should deliver a session on a topic from their own specialism for a more formal approach to micro-teaching 10-15 minutes. This is an opportunity to assume a more professional role. This approach can also be used to encourage learners to plan a session using approaches they would not normally use for their own subject. The session should include a clearly structured session plan, session objectives, teaching and learning activities, resources and learning checks, and an assessment strategy to match the length of the session.

### **Evaluation of micro-teach examples A and B**

Following the session each group member should have the opportunity to evaluate their own experiences as a student as well as their role as a teacher. Learners should have the opportunity to observe, feed back on and evaluate at least 45 minutes of peers micro-teaching in addition to evaluating their own delivery. Self-review should consider:

- suitability of the topic and level for the group use of different teaching and learning activities during the session
- differentiation to meet different students needs
- advantages and limitations of the resources and ways of improving them particularly in relation to of specific students needs.

### **Learning outcome 4: Understand how to deliver inclusive sessions which motivate learners**

Managing students in the classroom/workshop/laboratory is fundamental to establishing a conducive learning environment. All teachers need to appreciate the importance of establishing ground rules with their students. Teachers do not automatically command respect. Students are not always respected.

A useful activity which is frequently used at the start of teacher training courses is the negotiation of group guidelines. This can be used to explore the importance of learners in setting the boundaries for classroom behaviour. Their views are valued and they have some input into the learning process. If each member of the group contributes something towards the guidelines, and these are then printed for reference in their portfolios, they are encouraged to feel greater responsibility for their own role and to recognise the need for effective group dynamics. Discussion can help the group forming process and encourage learners to feel more confident in speaking up within the group.

### Activity 1.4.1

Organise the group into pairs and ask each pair to decide on the most important thing they think will optimise working in the classroom. Give them five minutes for the pair work then regroup them into fours. From their discussions learners need to come up with the most important aspects of the teaching environment. Once the groups have discussed any issues they may have come across, each group of four should then share its top two guidelines which will be recorded on a flipchart until all the different ideas have been covered. Where there is repetition the group can select from the other pair-activity ideas. Once all the ideas have been covered the discussion can be opened up to encourage any other suggestions to raise.

Learners should be encouraged to feel that nothing is too trivial to raise. If it is important to them it may well be important to others in the group. This provides a chance for learners to take ownership of their own learning. It is also an opportunity to explain about valuing diversity and that not everyone feels the same about different aspects of the teaching and learning environment. The activity is an opportunity to view things from the perspective of the student, rather than the teacher, and to discuss why students feel the way they do.

Emphasise that younger students need to more guidance in negotiating group guidelines. This may facilitate discussions that help learners to explore their own views in relation to gender, ethnicity and other issues encourage them to reflect in and consider bias or prejudice.

This is an important area and there are a number of games available which provide a chance to explore these issues. This needs to be dealt with sensitively when dealing with younger students. A useful activity might be to ask the group if they have had experience of dealing with issues of discriminatory language or behaviour. The Standards Unit materials produced in conjunction with the subject specialist coach (in the E2E section) and the *Gold Dust* resources contain relevant examples. These should be available from the nominated Specialist Subject Coach or from the Standards Unit website.

### Activity 1.4.2

Review the work you did for activities 1.2.3, 1.3.1, 1.3.3 and 1.3.3.

Identify the teaching techniques you used and explain why they were effective in engaging and motivating students. Present the information in tabular form and you identify in the first column the technique used. In the second column suggest why it was appropriate and effective and in the third column how it engaged and motivated. Present your evaluation to others in the group.

### Activities 1.4.3, 1.4.4 and 1.4.5

Communication presents a challenge for those with limited or no experience of teaching. It is important that the principles of communication are introduced at the start of the programme in relation to:

- verbal communication – including language, pace, tone
- non-verbal communication – important where groups may be from diverse cultures
- barriers to communication – based on student abilities
- barriers to communication – based on environmental factors.

The model using a transmitter and receiver, and identifying barriers, provides an effective way of discussing the ideas especially when used to emphasise the need for learners to be turned on and tuned in (but not dropped out) in order to be receptive.

Use a triad activity. Divide the group into threes. One member of the group will be the first designated speaker, a second the listener and the third the observer/time keeper. The simplest version of this activity is to talk for two minutes on a subject of the individual's choice such as an interest, hobby, pets or holidays. Each member of the group has the opportunity to carry out each of the roles and then share their feelings at the end of the activity.

A more complicated version allows the listener to respond and interact. When the roles change, the first speaker becomes the listener, the first listener becomes the observer and the observer becomes the new speaker. The listener is not allowed to talk to the speaker but can respond in non-verbal manner. When the roles move around once more the listener has to act deliberately uninterested or bored and still not able to speak, must select non-verbal means to display this. Once each individual has experienced each role the observer for each situation needs to give a report to the others in the group. They can each explain how they felt in speaker and then in listener mode. The frustration of not being able to respond and the importance of the non-verbal clues will become evident. These issues should then be explored as a whole group in order to heighten awareness of the importance of communication in the classroom as a two-way process. As teachers we need to know our signals have been received and properly understood and need to receive and understand signals from students.

### Activity 1.4.6

Use the work carried out for activity 1.4.2 as the basis for this activity if learners' own work is being considered. In groups, identify the characteristics of effective teaching. Produce a grid showing the characteristics and an associated rating scale from 1 to 5.

The teacher can deliver a micro-teaching session which might be flawed and learners can rate the teacher's performance. Results and opinions can be shared. Learners can use these results to self-assess some of their own teaching.

## **Learning outcome 5: Understand the use of different assessment methods and the need for record keeping**

A simple approach to assessment can be based on a discussion of the group's personal experiences of assessment. Alternatively, it is possible to use a case study approach with a range of examples so that appropriate strategies can be selected to suit different contexts. The evidence required for this element of Unit 1 is also covered in CTLLS mandatory *Unit 3: Principles and Practice of Assessment* and DTLLS mandatory *Unit 3: Enabling Learning and Assessment* where a holistic approach is followed. Alternatively, this can precede the micro-teach session and provide an opportunity to explore the approaches check learning during the micro-teach.

### **Activities 1.5.1, 1.5.2 and 1.5.3**

The group should be divided into three smaller groups and each given a specific topic:

- assessment at the start of the course module (initial assessment)
- assessment during the course (formative/continuous)
- assessment at the end of the course/module (summative/terminal).

Each group should identify as many examples as possible of different forms of assessment, formal and informal, that could be used in the situation they have been given. The approach of using groups for specific scenarios avoids duplication group feedback and the last group ending up with everything having already been said.

Individuals discuss how they could match appropriate assessment methods to a range of opportunities within their own subject/context and with specific students.

Discuss the purpose of assessment record keeping and why accurate assessment records are needed in teaching and learning.

# Teacher support materials for Planning and Enabling Learning

The Planning and Enabling Learning unit at Level 3 and 4 has the following learning outcomes.

Learning outcomes	
On completion of this unit a learner should:	
1	Understand ways to negotiate appropriate individual goals with learners
2	Understand how to plan for inclusive learning
3	Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements
4	Understand how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation
5	Understand and demonstrate knowledge of the minimum core in own practice
6	Understand how reflection, evaluation and feedback can be used to develop own practice.

Learners can achieve these learning outcomes by carrying out the suggested activities.

The unit focuses primarily on the evidence needed for a teaching practice portfolio. The emphasis needs to be on generating materials from teaching practice and supplementing this with additional research and reading on different aspects of teaching and learning. By ensuring strong links between practice and theory learners will reflect on their own approaches to teaching more fully and will be supported in developing teaching and learning strategies.

The unit must be linked to the practical aspects of teaching and time should be allowed for learners to share the experiences they have had with their own students. Time should also be allowed in taught sessions for discussion and debate on different approaches to teaching and on different ways of tackling the needs of diverse students. Create opportunities for learners to learn from their own experiences and the experiences of others. Learners understand that they can transpose the experiences of others from different areas to their own learning context. Learners teaching adults can learn from someone teaching 16 year olds with learning difficulties.

The starting point for all planning needs to be through initial assessment in order to establish what the individual students bring to the learning experience and a starting point to engage students with their own learning goals as a means of encouraging them to take responsibility for their own learning. Learners should have experienced of initial assessment at the start of their teaching course.

## Learning outcome 1: Understand ways to negotiate appropriate individual goals with learners

### Activity 2.1.1

**Initial assessment.** Different organisations use different approaches to initial assessment and these can include pre-enrolment questionnaires for learners, learning styles questionnaires (such as Honey and Mumford, VARK and online learning styles software packages such as Quicksan) or assessment of literacy and numeracy such as key skills practice tests. This provides an ideal opportunity to establish the range of approaches to and uses of initial assessment.

Each member of the group should give an example of the initial assessment strategy used with their own student group. Where learners do not have access to initial assessment materials these could be provided by the teacher. Alternatively, the initial assessment used for individuals enrolling on initial teacher training might be considered. In small groups, discuss the purpose of the selected initial assessment materials, and how and why they are intended to be used with particular students. In the same groups, discuss the advantages and disadvantages of the various approaches. Suggest how they might be adapted for use with different students as well as ways in which they can be used to encourage student engagement in different contexts.

### Activity 2.1.2

From the variety of materials available to the small groups (activity 2.1.1) members should select one form of initial assessment (or create a composite that combines the best elements from different originals). They should use this to create an exemplar initial assessment instrument to present to the other groups. This should focus on:

- the design of the selected initial assessment explaining how the approach is fit for purpose
- how the results of the initial assessment can be used with a particular student to identify their goals, negotiate learning routes to these goals and how to record this information
- how the outcomes of the initial assessment can be used to inform teaching approaches, planning, resourcing and the need for differentiation for individual students.

From all the contributions, summarise the issues and the importance of using this information to benefit the student, the teacher and the organisation.

In writing up the outcomes of the activity learners should use their own initial assessment examples and review these in light of the group discussions within.

### **Activity 2.1.3**

As a group, discuss how you might approach the task of working with an individual student to identify and agree learning goals. What information will be available from when the student applied to start a programme? How will this information be used? List the ideas on a flipchart.

In groups, consider how you would record and monitor students progress towards the achievement of their goals. How would you know they if were on track or falling behind? How would you record this information?

## **Learning outcome 2: Understand how to plan for inclusive learning**

The concept of inclusive learning should be emphasised throughout teaching and learning by creating a learning environment in which students, are individual needs are met and they are encouraged to feel an integral part of the learning process. Based on effective and appropriate initial assessment processes, teachers should have access to information that can be used to inform the planning of learning.

All teachers should understand the importance of creating a learning environment which is inclusive. In order to achieve this, it is necessary to establish what is meant by inclusive learning.

### **Activity 2.2.1**

The whole group should have the opportunity to discuss their own interpretations of what constitutes an inclusive learning environment based on examples from individual practice linked to organisational policies and different student needs. Views and examples should be recorded so that these can be added to individual portfolios.

### **Activities 2.2.2 and 2.2.3**

Set learners the task of researching different interpretations or models of inclusion before the session so as well as calling on practical experience, they will also have an understanding of the underlying principles. As inclusion tends to carry different interpretations depending on the context in which it is set, there needs to be a consensus about what inclusion means. For example, when marketing the course offer inclusion may refer simply to the range of students catered for. In relation to young students excluded from secondary schools inclusion refers to alternative provision, such as a specialist centre in a college of further education.

Use a flipchart and ask each learner to write up their individual interpretation of inclusive learning in the context of their individual curriculum area and learning group. They should familiarise themselves with the interpretations of others in the group and discuss these different interpretations. From these the group should be able to agree on their collective understanding of an inclusive learning environment and how this can be implemented one through the planning of learning. This should take into consideration the emotional and intellectual needs of students as well as the physical learning environment.

If the group misses out any relevant issues these can be introduced by the teacher, where appropriate, and the group given the opportunity to discuss these in relation to their own practice.

Discuss in groups how the needs of different students can be accommodated. In schemes of work and session plans share the ideas with others in the group.

### **Activities 2.2.4 and 2.2.5**

In groups of four, use the principles of inclusion that have been established and discussed to design a scheme of work/programme of four one-hour sessions together with one complete session plan for a group of adult, part-time students on one of the following:

- managing your learning time
- how to write a curriculum vitae
- practical interview techniques
- strategies for building self-confidence
- coping with stress.

These are the sorts of topics that most individuals on an initial teacher training course should be able to tackle easily and creatively. By selecting topics that are outside learners' usual range no one has a special advantage unless, for example, they teach CV writing or have just successfully applied for a job! This saves time by eliminating discussion about what the topic should be and no one is sidelined. There may be other topics that are felt to be more appropriate. This can be used as an opportunity for the groups to carry out background reading.

Depending on the length of the session it is usually appropriate to allow an hour for the planning activity. If the sessions are less than three hours topics should be set the previous week so that individuals have an opportunity to prepare and then become involved in the planning activity immediately. The teacher should circulate during the planning to keep the groups focused on preparing a scheme of work and session plan. These can then be presented to the other groups with sufficient time for discussion.

### Activity 2.2.6

An alternative approach could be for each group to present at the beginning of a session and feedback on and comment about the presentations used as the starting point for subsequent activity. The teacher can then develop issues from each of the presentations. This is particularly suitable where topics are chosen from the scheme of work for the teacher training (learning styles, teaching styles, feedback strategies) rather than those suggested in activity 2.2.4.

Each presentation should allow the group to give a clear justification for the approaches they selected and use examples of individual practice and students from the teaching contexts represented by the group.

Feedback should be invited from the other groups on the presentation as to the effectiveness of each scheme of work and session plan. The groups should collectively discuss opportunities for their own students to provide feedback that could be used to inform practice and how well the approach would tackle issues of inclusion.

### **Learning outcome 3: Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements**

Having established the principles and practice of inclusiveness, there is an opportunity to review the selection of teaching and learning strategies and resources from mandatory *Unit 1: Preparing to Teach in the Lifelong Learning Sector*. Alternatively, Units 1 and 2 can be combined for a more holistic approach, so eliminating possible repetition even though the context is based on teaching practice rather than a micro-teach session.

### Activity 2.3.1

Each member of the group needs to prepare and deliver a learning activity to their peers. Guidelines for timing for this activity should be decided and explained to learners clearly. The maximum time allowed should be 10 minutes, to allow for teacher management of the session time and also to make sure that learners understand the need to move their own sessions on, introducing variety and pacing when planning sessions. Timing must be adhered to and a guillotine used to cut anyone running over. Timing also needs to reflect the number of learners in the group and the time available for the activity.

This activity allows individuals to 'sell' an activity that they feel works well in engaging and motivating students. It is also an opportunity for the group to see a number of different approaches so that they can learn from the experiences of others rather than just being told about different teaching and learning strategies through teacher presentations. They can create their own case studies from practice rather than relying on examples from reading standard texts. This also encourages individuals to evaluate their own practice, alongside that of others, in a safe environment with the opportunity to discuss options and alternatives.

This learning outcome can also be covered extensively through producing the teaching practice portfolio where the scheme of work, session plans and teaching practice observations contribute to the evidence relating to learners' specialist subject/area and their own students.

The importance of selecting, adapting and developing existing and new resources, appropriate to supporting the learning process, is essential to any teaching situation. Resources need to be adapted to ensure they are accessible to all students and are inclusive. This can relate to the type and level of language used in written resources, the use of images, the use of white space or density of text, the design and number of slides in PowerPoint presentations as well as more practical resources such as models, equipment or artefacts. Encourage individuals throughout their teacher training to consider new and different ways of doing things and not to think that just because something has always been done in a particular way then it should continue to be done that way. Resources need to be updated regularly so that they are current and stimulate students.

### **Activities 2.3.2, 2.3.3 and 2.3.4**

In small groups, discuss the strengths and limitations of the different resources that each member of the group uses in promoting learning with their own students. Each individual should keep a record of the ideas that can be used in relation to their own resources. Note ideas gained from others in the group.

From the examples discussed by the group, each individual should select a single resource and suggest ways to develop and adapt the resource of using ICT. Each group should have at least one individual experienced in the use of ICT. If this is not possible, then more time should be allowed for individuals to research the appropriate use of new technologies in order to adapt their selected resource.

Each member of the small groups should present their own adapted resource to the whole group, justifying how and why they selected the particular approach. Identify how it was intended to suit their own students and, in particular, how it could promote equality, support diversity and contribute to effective learning.

It should also be emphasised that this activity is an opportunity to use new and developing technologies that may not be available in all teaching situations and enables individuals to experiment. Ideally, the resources developed through this activity can be used in a practical teaching context and increase the range available to the individual teacher.

Each individual in the group selects a representative range of resources that reflects the nature of their specialist subject/area as well as the variety of students they teach. The resources must include at least one example that demonstrates the use of ICT, where this has been used to promote inclusive learning and teaching.

Each individual should then present their resources to the whole group. They will explain the purpose of the range of resources for their students, emphasising the strengths and limitations and identifying the selected resources could be used to promote equality, support diversity and contribute to effective learning.

The whole group should then discuss how the resources can be adapted to meet different students' needs as well as how they can be modified with the use of ICT.

#### **Learning outcome 4: Understand how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation**

Communication is central to teaching and learning. It is worth spending time on communication theory so that learners appreciate the different communication methods and skills that are essential for any teacher. Learners need to be aware of the differences between formal and informal communication strategies and how much they can pick up from a teacher's body language. Learners must pitch communication at an appropriate level that also recognises the diverse make up of many student groups.

Communication can either promote a positive learning environment or breakdown to the detriment of students. Learners need a range of communication strategies to meet different needs and different target audiences. It is important to make individuals aware of the different types of communication methods and skills needed to be effective in the classroom.

It is important that learners have the opportunity to explore the different forms of communications for themselves. It is a reasonable to examine what is meant by communication in order to ensure learners appreciate the range of communication skills, particularly as many of these are taken for granted by those accustomed to 'communicating'. It is also important for learners to appreciate that just because they are teaching it does not necessarily mean their students are learning and that effective teaching involves a range of approaches to communication.

### Activity 2.4.1

The activity involves pairs, small groups or the whole group in a word-storming activity where they need to list of as many different forms of communication as they can think of and match each method to a particular purpose. Some examples can be provided to get them started. The benefits of using pairs, small groups or large groups is that it can highlight in a practical way some of the communication skills required in a practical way and encourage all of the group to practise public speaking. It can be difficult for some learners on teacher training to speak out if they feel others are better qualified or more adept at communication. Ensure that all learners appreciate their own role in communication, particularly where there are outspoken individuals in the learning group who have a tendency to dominate discussions. It may be necessary to emphasise that in a learning situation it is as important to listen as to talk and that communication is a two-way process, particularly when a teacher needs to know that their students understand their communication.

From the variety of learners within a group a range of communication methods and skills can be established. Discussions can also be directed to cover an appropriate range which can be followed up through further research. Informal as well as formal methods should be covered as the latter are more likely to be the ones learners come up with. Demonstrate how communications are adapted depending on the nature of the audience.

Covering communication issues is an ideal opportunity to use role play as a teaching method. It needs to be adapted to the nature of the group as there may be resistance to this approach from individuals on teacher training courses. Role play activities need to be carefully structured if learners are to benefit fully and appreciate their use as a teaching aid. With an amenable group and the space, the role play can be undertaken with pairs of learners. More commonly, it is possible to use a staged role play, with the teacher working with a prepared individual (from the group, from another group or even a colleague confident in role play) where the roles have been agreed beforehand and the situation is presented to the group as a role play they then have to analyse in relation to the communication methods and skills involved.

If the group is undertaking role plays then represent a cross section of communication contexts, from providing feedback to the individual learner, taking part in team meetings with colleagues to raising issues with or making reports to line managers.

Possible scenarios could include:

- providing feedback to student where there is a possible case of plagiarism, where their work duplicates that of another member of the group
- identifying why a student who was working well has become distracted and unable to concentrate in class so their work is giving rise to concern and you need to get to the root of the problem
- raising issues with a colleague about a student you both teach where the student's behaviour has started to give some cause for concern

- providing feedback to the line manager where there is an issue with the behaviour of a student in the group you are teaching and you are not sure how to proceed
- providing a verbal report to a senior manager about the need to improve the facilities for your students in order to meet the specific needs of the learning group.

### Activity 2.4.2

Use a triad activity. Divide group into threes. One member of the group will be the first designated speaker, a second listener and the third is the observer/time keeper. The simplest version of this activity is to talk for two minutes on a subject of the individual's choice, such as an interest, hobby, pets or holidays. Each member of the group has the opportunity to carry out each of the roles and then share their feelings at the end of the activity. The timescale will depend on the size of the group so that there is time for a debrief, where the real learning from the experience can be drawn out. It should allow at least three minutes (but no more than five) for each person to talk. This is an extension of Unit 1, learning outcome 4 and activity 1.4.4.

There are two different ways of managing the activity. Either tell the whole group what the different roles will be or give each member of the group a card with specific instructions. With the overt approach the speaker will need to note the responses of the listener and register how they (the speaker) respond. The listener will need to note whether they feel involved in the communication and whether the speaker is responding to their signals, both spoken and inferred. The observer will need to watch the exchange between speaker and listener as well as listen to what is going on. With smaller groups it is possible to run through the activity twice. Firstly with the listener able to respond, question and answer the speaker whilst for a second run-through the listener is unable to speak in return so the speaker is relying on body language for communication signals process. Where time is limited the first listener is able to speak and respond, the second listener is not able to speak whilst the third listener is to show indifference (the observer should focus on the speaker's response, particularly where they get no response at all from the listener).

Alternatively, this activity can be done covertly, with each member of the triad having a card that tells them what their response will be when it comes to turn as the listener. For example:

- interested and able to respond in any way
- interested but able to respond only without talking
- uninterested or responding negatively to the speaker.

The most important part of the activity is for learners to reflect on their feelings during each phase of the communication process, when speaking, listening and observing non-verbal communication. Changing the role of the listener at each stage it introduces some of the variables that are likely in any realistic communication process. Learners should recognise that their own efforts at communication are not always appreciated and that not all listeners are actually willing or even able to listen.

Point out that those taking part in this form of communication share a similar language so there is little likelihood of being misunderstood. This means that there is a reasonable understanding of the spoken and non-verbal elements of communication, with participants sharing similar perceptions or outlooks. When students are involved in communication they will often lack experience or learning background that may mean they have a more restricted vocabulary and little understanding of the impact of non-verbal communications. (The reverse could be true and it is the teacher who struggles with the vocabulary and non-verbal communication of the learner.) There are occasions where the different backgrounds and experiences of the teacher and student can lead to misunderstandings and mismatches in comprehension. These issues are magnified where students do not have English as their first language.

The reflective process can be based on relatively unstructured feedback from the group members and consider specific aspects of the communication process such as speaker's use of tone and pace, appropriateness of language, body language, eye contact, evidence of mirroring between speaker and listener and the role of the listener and listening.

Most of this will come from the speaker and listener expressing their own feelings during the process but the observer will often pick up on important aspects of the process that neither the listener nor speaker may be aware of. Often those directly involved are unaware of their use of body language and the impact it has on the communication process. It is always good to get someone else's perception when others (listener and speaker) may be too close to pick up on some of the nuances.

From the group evaluation of the different communication issues identified in the activity, each individual should then be able to recognise their own communication skills and how these can be improved and, in particular, how potential barriers with their students, colleagues and even the organisation may be overcome.

### **Activity 2.4.3**

Establishing the appropriate language and level of communication is an important skill in teaching. Recognise that the communication skills required in communicating in teaching and tutoring may at times be at odds and that it is necessary to liaise with others for the benefit of students.

Discuss experiences in order to establish a list of people who are considered to be interested parties (line manager, course leader, personal tutor, student support) when it comes to understanding and addressing student needs. In pairs, select one for example group from the list and devise a strategy for setting up communication with an identified student.

The selected strategy should be explained to other group members along with the reasons for the choice which should then be discussed in relation to other teaching contexts.

## **Learning outcome 5: Understand and demonstrate knowledge of the minimum core in own practice**

Throughout teacher training there are opportunities to identify evidence of the minimum core. Literacy and language opportunities are present through classroom interaction and written work. ICT skills are also demonstrated frequently through classroom practice as well as through researching and writing assignments. The one area that is more difficult to address is numeracy.

Each element of the minimum core has a common starting point in the ‘personal, social and cultural factors influencing ... learning and development’, whether it relates to language and literacy, numeracy or ICT, so it makes sense to approach this in a way that helps to inform the more specific ‘explicit knowledge’ and ‘personal skills’. Once learners are more aware of some of the factors that have influenced their own skills acquisition they are in a better position to appreciate their students’ needs and identify ways of providing more opportunities to produce naturally occurring evidence through learning in more specialised areas. It is not about the teacher becoming the English/mathematics/ICT specialist but about sharing good practice and creating opportunities for their students to develop the skills as a natural extension of what they are carrying out.

All teaching and learning involves literacy and language skills, no matter what the specialist subject or context. A group of students with severe learning difficulties may be in a group for art but their learning will be helped by the use of communication when they identify the materials they want to use and explain what they are making. A group of plumbing apprentices may bend pipes but they will need to use length, circumference, angles, temperatures and costing in completing the task when it is set in a practical and commercial context. It is the naturally occurring opportunities that enable students to develop their skills without feeling they have to ‘do’ English or mathematics. The same often goes for learners on teacher training, so the more that can be worked into naturally occurring evidence, the better.

### **Activity 2.5.1**

This activity can be carried out individually, in pairs, small groups or as a whole group, depending on what activities have been used previously, so that variety of delivery is maintained. Using the four headings literacy, language, numeracy and ICT, and using personal experiences, identify some of the different factors, potential barriers, learning disabilities or learning difficulties that are seen as likely to affect the acquisition and development of each of these skills.

In relation to English language and literacy, discuss the importance of these factors in enabling users to participate fully in society, particularly with the changes in the composition of communities where teaching needs to recognise the impact of multi-lingualism. Consider the role of the first language in the acquisition of additional languages and the potential issues that can arise when learning another language or translating from one language to another.

In relation to numeracy, discuss the problems related to number-associated difficulties from personal experiences as well as those of students.

Identify the impact of students’ technological and educational backgrounds when adopting, and adapting, teaching and learning approaches that make effective use of ICT.

### Activity 2.5.2

This is best undertaken as an individual activity and can be used in the Individual Learning Plan (ILP). At the start of all courses it is necessary to undertake an initial assessment which might include assessments for numeracy, literacy and ICT. Even where individuals have existing qualifications in English language the nature of teaching requires different skills.

Undertake an evaluation of your own skills in relation to:

- reading
- writing
- speaking
- listening.

You will need a copy of the relevant core curriculum requirements as a reference.

From this evaluation identify areas of strengths and weakness along with a strategy for developing the skills to the level required by the qualification (at least to Level 3) and opportunities for updating appropriate qualifications. This can form part of the Action Plan section of an ILP or the reflective practice journal.

Each individual learner prepares a presentation, selecting an approach to suit the topic and audience. Alternatively, this can be the micro-teach session covered in detail in Unit 1. Agree criteria to assess the presentation. Following the individual presentations all members of the group should have the opportunity to feed back on the skills demonstrated during each presentation using the agreed criteria. This can be through group discussion or using a feedback form to focus on key aspects of the presentations such as communication techniques, language, style. (This could be based on a simplified version of the minimum core requirements and include a section for each learner to highlight areas they feel they need to develop and how they could achieve this.)

### Activity 2.5.3

This activity can be used as part of the ILP by using the initial assessments at the start of the programme. Numeracy tends to offer fewer opportunities for naturally occurring evidence.

Undertake an evaluation of own skills in relation to numeracy.

You will need a copy of the relevant core curriculum requirements as a reference.

A possible opportunity to demonstrate these skills is through the option unit *Action Research*.

#### Activity 2.5.4

The best way of demonstrating an individual's skills, knowledge and understanding of the application of ICT to teaching and learning is with a portfolio of evidence demonstrating the use of ICT in different contexts. A portfolio of evidence should be supported by professional discussion to allow individuals to explain their understanding of how to use ICT in their own specialisms with their own students.

Undertake an evaluation of own skills in relation to ICT. You will need a copy of the relevant core curriculum requirements as a reference.

Identify the ways ICT can be incorporated into the teaching and learning. From the lists provided in the minimum core each individual needs to identify those areas where they need to improve their personal skills and practices. This should be recorded in the ILP and include appropriate timescales for achievement.

### **Learning outcome 6: Understand how reflection, evaluation and feedback can be used to develop own practice**

Many individuals coming to teacher training are unfamiliar with reflective practice and need to understand the purpose and value of personal reflection. There are also gender issues where it is more common for female learners to approach the idea of reflection in a positive manner than many male learners who may fail to appreciate the value of what they see as any more than introspection. Learners should understand that they evaluate and reflect all the time and that they need to harness the learning that comes from reflection in order to develop their personal and professional skills. Learners should encourage their students to engage in the reflective process, both formally and informally.

#### Activity 2.6.1

A simple activity is to establish the importance of session evaluation through asking for feedback at the end of each session. Give each learner two stickers. On one they should write something positive from the session and on the other something that left them with negative feelings or that they felt could have been carried out better. These should be stuck anonymously on the back of the classroom door or a noticeboard. The information should then be analysed and shared with learners so they can see that their opinions are valued and that this can be used to inform practice. It is important for this to be interactive.

Formal evaluation forms are used by most organisations as part of quality reviews and these should be analysed and the results used to identify strengths and areas for improvement. Most learners find these less useful than the informal approach as they are usually used at the end of a course when it is too late for students to feel the benefit. Sometimes students tend to write what they feel the teacher wants to hear. Each individual needs to take time to analyse and provide their own evaluation of the results. This offers an opportunity for statistical analysis to meet aspects of the minimum core for numeracy.

The most personal form of reflection and evaluation is the keeping of the RPJ.

This can be formalised where a template is provided and learners are required to complete a section each week, with the content linked to what is covered in each session and how this can be put into practice. This can be enhanced supporting background reading. Break down the reflection to focus on questions such as ‘What were the most positive aspects of the session?’, ‘What were the least useful aspects of the session?’, ‘What have I learned from this session?’ and ‘What do I need to find out more about?’. The RPJ should give the teacher the opportunity to feed back and make suggestions to the learner to aid their personal and professional development.

An alternative format for the RPJ is to link entries to key points of the course such as at the end of each unit. This can be based on free writing. With this type of journal it is usual to give a word count guide and the key areas to be covered such as aspects of the assessment criteria wherefore which it is more difficult to draw evidence from teaching practice. The RPJ may take the form of a mini-essay and will include appropriately referenced research. This becomes more about professional development and less about personal reflection and is more appropriate after the initial stages of the course once learners have become familiar with the required study skills and are more confident in using personal learning skills.

# Teacher support materials for Principles and Practice of Assessment

This Principles and Practice of Assessment unit at Level 4 has the following learning outcomes.

Learning outcomes	
On completion of this unit a learner should:	
1	Understand key concepts and principles of assessment
2	Understand and use different types of assessment
3	Understand the strengths and limitations of a range of assessment methods, including, as appropriate, those which exploit new and emerging technologies
4	Understand the role of feedback and questioning in the assessment of learning
5	Understand how to monitor, assess, record and report learner progress and achievement to meet the requirements of the learning programme and the organisation
6	Understand how to evaluate the effectiveness of own practice.

Learners can achieve these learning outcomes by carrying out the suggested activities.

## Learning outcome 1: Understand key concepts and principles of assessment

Part of the teaching process is to check that learning is taking place and to this end a range of formal and informal assessment strategies needs to be used. Involve learners in assessment as part of their learning. Encourage learners to appreciate the need to persuade their students that assessment is an essential part of their own learning. The learner's use of self-assessment is a positive tool for learning and not the threat that most learners see it as. Assessment is not just about the results of assessment activity but also the use of the information generated.

Most learners, and many teachers, understand assessment as a formal activity consisting of written assignments and tests. Teachers have been frustrated when learners do not look at the feedback they provide but instead just want to know the mark or grade. When a teacher simply ticks a few times on a page, have they really read it or is it just to show that they have done something? What is the purpose of the assessment? What are the curriculum requirements for assessment? Effective assessment ensures that students are clear about the process and the intended outcomes as well as understanding the assessment criteria.

Informal as well as formal aspects of assessment need to be used if the process is to be of real use to student and teacher. Although learners may feel they have limited opportunities for assessment they need to appreciate that whilst they may not have opportunities for much formal assessment they will be using informal assessment methods. These can be recorded as a means of monitoring achievement and evaluating the teaching and learning process.

Those involved in assessment should understand the underlying principles in order to use the results of all assessment, informal as well as formal, effectively and help students use assessment in their learning.

### **Activity 3.1.1**

Small groups should consider the purpose of different types of assessment such as informal or formal, formative or summative, and criterion and norm referenced. Whilst the groups may not appreciate the basis of these divisions, if the teachers clarifies this individuals will be able to share similar experiences and build on this by listening to the experiences of others.

Share the ideas and experiences of each member of the small group and, from the discussions, come up with a list of why you should, or need to, assess students and learning. Record this on a flipchart. Each small group should elect a spokesperson to feed back their list to others. A consolidated list should be produced identifying the reasons for using assessment.

Based on the agreed list each individual needs to research the key concepts and principles of assessment in terms of how it relates to their own students. This should then be used to summarise the purpose of assessment and how it can contribute to the learning process for specific students in a specialist subject or context.

## **Learning outcome 2: Understand and use different types of assessment**

All learners need to recognise the specific methods and purpose of any form of assessment they use in relation to their students, subject and curriculum. There may be assessment techniques that not have not previously considered or may not have been aware of. Assessment methods need to be matched to the activity being assessed. Issues about the reliability of assessment methods and their cost effectiveness need to be considered. Assessment is also developmental and different methods should be understood in order to put them to provide a varied experience for learners.

### **Activity 3.2.1**

Each individual should be asked to bring an example assessment activity that they use with their students. In the same groups as before they should produce a list of as many different types of assessment as possible from the different examples of their collective practices. Each member of the group should take one example (not their own) and a list the advantages of the selected method and the drawbacks of the method in relation to their students. These ideas should then be shared with the individual who developed the assessment activity and used as the basis of group discussion.

Each group should then produce a list to show the range of different types of assessment they have come up with and for each type there should be two columns – one to show the ways it can be used to meet students individual students needs and a second column to suggest how the assessment could be adapted to meet specific/different student needs.

The different strategies could be summarised and reproduced for learners to include in their portfolios as the basis for their independent evaluation of their own subject-specific assessment approach.

### **Learning outcome 3: Understand the strengths and limitations of a range of assessment methods, including, as appropriate, those which exploit new and emerging technologies**

Assessment must be seen to meet the needs of inclusion and differentiation just as effectively as any other aspect of teaching and learning. At one level it is possible to tailor assessment to specific student needs but at another assessment may be externally set and assessed apparently allowing no recognition of individual student needs. In reality, even where assessment is externally managed there are opportunities to prepare individual students in order for them to achieve their best possible results by providing formative assessment and practice opportunities.

Build self-confidence through encouraging the ability to self-assess. With practice individuals are then more likely to work out what questions are asking and use logic and reasoning to come up with answers more likely to meet the assessment criteria. If their approach to learning has been built on self-assessment they will be better prepared for the rigours of assessment that is externally set and assessed. Giving students opportunities for self-assessment encourages individual ownership of learning and benefits assessment.

Assessment needs to be about using the opportunity to build the individual's self-confidence – reinforcing what they have done right rather than for what they have done wrong. A positive tool in individual assessment, PCP (Praise, Criticism, Praise) or the praise sandwich, is where you begin and end with a positive and pack the 'filling' with guidance for the student on how to improve. It is a useful strategy to share with learners. It is also effective to reinforce assessment strategies by explaining your own approach to assessment and by varying the type of assessment used. This helps learners understand – rather than fear – assessment. The same process should be adopted throughout the CTLLS/DTLLS where the mystique of the requirements of the assignments are explained and discussed at the time they are set.

#### **Activity 3.3.1**

A case study approach can be used to engage learners in reflecting on the importance of using different assessment strategies for different purposes and in different contexts and how and why they may be used with a specific group of students or individuals. Include consideration of:

- initial assessment
- ongoing/continuous assessment
- end-of-module/course assessment
- group or individual learning
- online/electronic testing
- criterion-based assessment in outcome systems.

Introduce learners early on to the importance of record keeping in the context of both formal and informal assessment. This needs to be emphasised as an element of all teaching and learning since records are part of the quality review process. All teachers should be able to plot the progress of individual students in order to provide appropriate support and guidance where needed. Record keeping should be emphasised as a means of maintaining a consistent approach to the students and learning. It also provides an opportunity to emphasise the importance of achievement data in annual course reviews.

### **Activity 3.3.2**

This activity can be an individual or a small group activity to examine the strengths and weakness. The advantage of using an individual activity is that individuals can recognise their strengths and weakness and can use the results with their own students. The advantage of a small group activity is that group members have the opportunity to share ideas and discuss their experiences of different students in order to come up with a collaborative solution. It also engages individuals in actively reviewing different forms of assessment and different types of student, possibly quite different ones from those they would normally teach.

Where this is an individual activity each member of the group should bring an example of a typical assessment activity that they would/could use with their students.

Using the example assessment activity from your teaching, redesign it so that it would suit:

- a student with specific learning difficulties (for example very low reading age, poor language skills, dyslexia, poor concentration)
- a student whose first language is not English
- an academic student who becomes easily with simple tasks.

Explain the approaches taken to other members of the group and discuss the outcomes, particularly examining the ways that different approaches are needed for different students.

Explain why the assessment will allow the production of evidence that is valid, authentic, reliable, current and sufficient.

### **Alternative activities are described below.**

Where this is a small group activity it is better to set the topic as this saves time discussing what to choose. Discussion should focus on assessment design.

Design a single assessment activity that can suit the variety of needs of a diverse group of students – with specific learning difficulties at one extreme and highly academic learners at the other. The topics should be those that most learners will know something about such as:

- climate change
- the Romans in Britain
- the Black Death
- town versus country living
- keeping fit
- topics taken from those covered in the course so far
- topics of local interest based on knowledge of the group.

The single assessment activity should be sufficiently challenging for the most able students but should also give less able students the opportunity to produce something meaningful to enable them to feel positive about their achievement.

Having designed the assessment activity, each member of the group should be involved in feeding back to the other groups. The more opportunities for communicating with peers, the more the opportunities for developing presentation skills.

Feed back should cover the different aspects of the assessment design:

- fit for purpose
- appropriate level of challenge in a single assessment (for all learners)
- strengths of selected approach
- areas of weakness in the approach
- solutions to design limitations capacity to produce valid, reliable, authentic, current and sufficient evidence for assessment.

Either individually or in small groups (depending on the learning group and whether you feel it more appropriate to encourage individuals to develop their own practice or group dynamics), design an assessment activity based on a practical activity using performance criteria.

Design a practical assessment activity that addresses a variety of student needs:

- a confident student with good practical skills and a good understanding of theory
- a student suffering from dyspraxia, where they have trouble organising their work so practical activities and following instructions cause difficulty
- a student for whom English is the second/other language and who has problems following written instructions
- a student of low ability who becomes disruptive when they feel out of their depth.

The practical activity could be:

- making a cup of tea
- changing a car tyre
- making a bed
- potting up cuttings.

Design a set of performance criteria that could be used to assess the activity to ensure that students produce assessment evidence that is valid, reliable, sufficient, authentic and current and that can be applied consistently to different students by different assessors.

### **Activity 3.3.3**

Using the ideas and experiences of the whole group, have word-storm to review the group's experience of self- and peer assessment based on:

- opportunities to use self- or peer assessment in a range of different contexts and with different students, including their personal experiences as learners
- the advantages of using self- or peer assessment for different learning situations
- the risks of using self- or peer assessment for the teacher or the student
- using self- or peer assessment as a tool to help build individual self-confidence
- using the outcome of self- or peer assessment to encourage individual responsibilities in the learning process.

The outcomes from the word-storm can be summarised and circulated between group members and individuals can then use this to write up their own justification for using peer and self-assessment to promote student involvement and personal responsibility in the assessment of learning.

## **Learning outcome 4: Understand the role of feedback and questioning in the assessment of learning**

### **Activity 3.4.1**

Divide learners into small groups in a random manner. There is no need to match learners for this activity. Give them a series of case studies. Each group should have a different case study of written assessment feedback. The case studies should show examples of good and bad practice when giving feedback. The group should be given time to discuss the issues raised by their case study and come up with a list of positives and a list of things they feel should have been done differently.

Each group should elect a spokesperson to feed back to the other groups what they felt was helpful feedback or what they felt could undermine a student's self-confidence. They should also suggest what they felt needed to be done to follow up the written feedback in order to support and encourage learning.

The whole group should then discuss how verbal questioning and feedback in class should be used to encourage students.

### **Activity 3.4.2**

This can provide an opportunity for role play. If the group lacks the dynamic for them all to pair up for a role-play activity this could be set up with the help of one of the group, a colleague or a volunteer from another group. The scenario should be a teacher providing verbal feedback to a student and can be an example of either good or bad practice. If 'How not to give feedback' is presented as the first role play, this would enable group members to decide what they thought of the approach of the teacher and the reactions of the student. This could be followed by the same scenario carried out in a positive manner for the group to discuss how the experience could be translated to their own teaching.

If the entire group is prepared to take part, a single scenario should be devised and pairs of learners given clear time constraints, with one acting as the teacher and the other as the student, and left to find their own solutions. This has the advantage of the entire group being actively involved and in the position of either teacher or student to be able to appreciate how they felt about giving and receiving feedback.

Evidence for this assessment criterion could also come from teaching practice observations where it is important to demonstrate that assessment of learning is taking place and students are provided with feedback on a regular basis.

## **Learning outcome 5: Understand how to monitor, assess, record and report learner progress and achievement to meet the requirements of the learning programme and the organisation**

### **Activity 3.5.1**

Explain how and why assessment records are appropriate and who the information should be shared with for each of the following categories:

- initial assessment
- formative assessment
- summative assessment.

Each individual in the group has one week to prepare a five-minute presentation for others in the group in order to identify the formal assessment requirements for their specific learning programme and students. Where assessment is usually considered to be informal they need to identify with, with the aid of practical examples, they are able to establish and record the progress of individual students.

### **Activity 3.5.2**

In an extension of the previous activity each individual needs to provide an example of the documentation used to record student progress. Explain how summative assessment decisions are checked against appropriate standards for validity, authenticity, reliability, accuracy, currency and sufficiency. Where there are a number of individuals from the same organisation or specialist area, they should divide the task between them so that one has responsibility for explaining the process, another highlights the approach taken with individual students, another explains the organisational process for standardisation/quality assurance and another explains the role and relationship with the awarding body.

What are the benefits of record keeping from the point of view of:

- the student
- the teacher/tutor
- colleagues
- other stakeholders?

### **Activity 3.5.3**

Use the knowledge, understanding and experiences of the whole group in a word-storm to identify who is considered to have a legitimate interest in student achievement in the different contexts represented by the group.

Against each of the interested parties the group should record their interest and how they are informed about assessment outcomes.

**An alternative activity is described below.**

Invite a manager with responsibility for quality assurance to discuss the importance of assessment information to the organisation and how it is used within the organisation.

## **Learning outcome 6: Understand how to evaluate the effectiveness of own practice**

### **Activity 3.6.1**

From records of student achievements you need to plot the achievements of contrasting students in order to identify how they have progressed and how their progress can be linked to how you as their assessor helped them to achieve.

- How was their assessment differentiated?
- Using the assessment results from a single unit or activity, how well have the students achieved?
- Have they performed as expected?
- What could you have done to improve the group's overall performance?
- Could more have been done to improve the performance of individual students?
- What does this indicate about teaching and learning?

Ask learners to self-assess how they performed on an activity set by the teacher and to provide you with feedback on the assessment activity you designed and used with them.

What might be done differently the next time a similar assessment is used?

# Teacher support materials for Enabling Learning and Assessment

The Enabling Learning and Assessment unit at Level 4 has the following learning outcomes that are listed below.

Learning outcomes	
On completion of this unit a learner should:	
1	Understand theories, principles and applications of formal and informal assessment and their roles in learning and evaluation
2	Understand the significance of equality and diversity issues for the assessment of learning
3	Understand and demonstrate how to plan/design and conduct formal and informal assessment to enable learning and progression
4	Understand and demonstrate how to give effective feedback to promote learner progress and achievement
5	Understand and demonstrate knowledge of the minimum core in own practice
6	Understand how to evaluate and improve own assessment practice.

Learners can achieve these learning outcomes are supported by carrying out the suggested activities.

## Learning outcome 1: Understand theories, principles and applications of formal and informal assessment and their roles in learning and evaluation

Assessment is a central part of the learning process with a multiple of facets. Its primary purpose is to check and confirm that learning is taking place. It is also used as a diagnostic device to establish initial capabilities and to identify learning problems. Assessment uses a mixture of formal and informal techniques depending on the purpose of the assessment. Knowledge, understanding and skills need to be assessed and assessment methods need to match the facet of behaviour what is being assessed. Previous learning can be assessed by accrediting through the accreditation of prior learning. Assessment techniques can use new technologies to provide effective and interactive assessment with immediate feedback for the learner. Increasingly, establishing how much learning has taken place has become an important indicator of the effectiveness of education and training programmes and is the basis for publicly rating the performance of centres through the use of league tables. Similarly, achievement data is used by the inspection and funding agencies to judge the quality of education and training. Internally, staff will self-assess the quality of the work they do by using achievement data as measured by assessment results to provide a basis for future improvement of the education and training provided.

Much assessment is internally designed, validated and used within centres with modest amounts of external scrutiny from awarding bodies and funding providers. The importance of assessment means that it must be suitable or fit for purpose. Bias needs to be eliminated and fairness promoted. Assessments have to satisfy the criteria of validity, reliability, sufficiency, currency, authenticity and cost-effectiveness. They must be designed to optimise students' opportunities for success.

Most learners and many teachers and students understand assessment as a formal activity consisting of written assignments and tests. Teachers are frustrated when learners do not look at the feedback they provide. Students are frustrated when a poor mark is accompanied by a comment such as 'try harder' that provides no guidance on how work might be improved. Teachers and their students need to be involved in assessment as part of their learning. Teachers must recognise the requirement to persuade their students that assessment is also an essential part of their own learning.

Assessment is not only about the results of any assessment activity but also about the use of the information generated. Assessment data can be used both by teachers and students to improve learning and the provision of learning.

Almost all of the activities described here will benefit from the participants having done some preliminary investigation to support their contributions. Learners should be briefed beforehand and asked to do some research and come prepared, in order for the work to be suitably informed. (Alternatively, the teacher might provide a database of material that can be used by learners during the activities.) For example, in discussing initial assessment it helps to know if the assessment is used for screening or diagnostic purposes, if it is used in all programmes, if it is a standard product or a locally designed assessment, whether it has been validated and whether it is a UK or a foreign product? (There are plenty of other questions too.)

### **Activity 3.1.1**

Small groups should consider the range of assessment activities that are provided in training and education settings from initial assessments through formal and informal assessment of learning to the assessment of occupational aptitudes prior to undertaking further training or moving in to the labour force. Begin by identifying all the assessment activity that takes place in the institution. Identify the assessment that takes place in the subject specialist areas of learners.

Produce a flip chart or other presentation material that:

- identifies the assessment (initial, diagnostic, formative and so on)
- specifies the assessment method
- provides a rationale for the assessment method used
- explains the role of assessment in learning

Identifies any problems with the assessment methods.

Ask the members of the small group to share ideas and experiences in order to produce the flip chart information. Each small group should choose a spokesperson to feedback and amplify the points to others. Following whole group discussion, a consolidated table should be produced identifying the role of assessment in learning.

Most assessment is internally designed, and validated within centres with modest amounts of external scrutiny from awarding bodies and funding providers. The importance of assessment means that it must be suitable or fit for purpose. Bias needs to be eliminated and fairness promoted. Assessment must be valid, reliable, sufficient, current, authentic and cost-effective. They must be designed to optimise student opportunities for success.

Using the consolidated list ask each individual to review the concepts and principles of assessment in relation to the work they do in their specialist area with their own students. Individuals can then summarise the purpose of assessment and how it can contribute to learning for specific students in a specialist subject or context. (Some of this work will overlap with outcomes 3 and 5 in particular.)

Most learners, and many teachers, understand assessment as a formal activity consisting of written assignments and tests. Teachers are frustrated when students do not look at the feedback they provide. Students are frustrated when a poor mark is accompanied by a comment such as ‘try harder’ that does not provide guidance on how work might be improved. Teachers and students need to be involved in assessment as part of their learning. Teachers must recognise the need to persuade students that assessment is an essential part of their own learning.

Assessment is not only about the results of assessment activity but also about the use of the information generated. Assessment data can be used by teachers and students to improve learning and the provision of learning.

Almost all the activities described below will benefit from learners carrying out some preliminary investigation to support their contributions. (Alternatively, the teacher might provide a database of material that learners can use during the activities.) For example, in discussing initial assessment it helps to know if the assessment is used for screening or diagnostic purposes, if it is used in all programmes, if it is a standard product or a locally designed assessment, whether it has been validated and whether it is a UK or a foreign product? (There are plenty of other questions too.)

### **Activity 3.1.1**

Small groups should consider the range of assessment activities that are provided in training and education settings from initial assessments through formal and informal assessment of learning to the assessment of occupational competence before undertaking further training or moving in to the work force. Begin by identifying all the assessment activity that takes place in the organisation. Identify the assessment that takes place in the subject specialist areas of learners.

Produce a flipchart or other presentation material that:

- identifies the assessment (initial, diagnostic, formative and so on)
- specifies the assessment method
- provides a rationale for using the assessment method used
- explains the role of assessment in learning
- identifies any problems with the assessment methods.

Ask the small groups to share ideas and experiences in order to produce the flipchart information. Each small group should choose a spokesperson to feed back and amplify the points to others. Following whole group discussion, a consolidated list should be produced identifying the role of assessment in learning.

Using the consolidated list ask each individual to review the concepts and principles of assessment in relation to the work they carry out in their specialist area with their own students. Individuals can then summarise the purpose of assessment and how it can contribute to learning for specific students in a specialist subject or context. (Some of this work will overlap with learning outcomes 3 and 5.)

### **Activity 3.1.2**

Individuals should produce a spider gram or mind map in which they consider quality processes in institutions and the contribution of assessment to supporting and improving quality. Many learners may only have a peripheral involvement in quality processes so and may not fully appreciate fully the role and relationship of assessment to quality assurance. A quality manager or a team leader could make a brief presentation of the main topics. In identifying links in the spider gram ensure that learners identify and assess the contribution of the linked idea to quality assurance activity. For example, an NVQ assessor might identify the need to be both occupationally competent and a qualified assessor when assessing NVQ candidates. It would be important to note that this helps ensure current industrial practice is recognised, and that occupational standards provide the benchmark against which candidate performance is assessed, thus ensuring national standards are met. Failure to hold an assessor award when making assessment decisions may invalidate the decision and lead to centres having sanctions applied that lead to limited or blocked certification.

Ask individuals to present and explain the ideas that they have recorded on their spider grams and to explain why the assessment related issue(s) is significant to the quality processes in the centre.

February 2009

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