edexcel

advancing learning, changing lives

# Guidance and units

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

Issue 2

May 2008

A PEARSON COMPANY

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

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

# Contents

# Qualification titles covered by this specification

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

This qualification has been accredited to the National Qualifications Framework (NQF) and is eligible for public funding as determined by the DfES under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfES and the regularly updated website www.dfes.gov.uk/. The NQF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QAN for this qualification is listed in *Annexe A*.

This qualification title is as it will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

## 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 to 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. A 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 and 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 (changed in 2007 to Department for Innovation, Universities and Skills and Department for Children, Schools and Families) |
| DIUS | Department for Innovation, Universities and Skills. |
| DTLLS | The Edexcel Level 4 and 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 learner teachers in the learning and skills sector. Website: www.ifl.ac.uk. |
| ILP | Individual Learning Plan. |
| ITT | Initial Teacher Training. |
| LLUK | Lifelong Learning UK: The Sector Skills Council for this sector. Please refer to website; www.lluk.org.uk. |

| Terminology/ abbreviation | Description |
|---|---|
| Learning outcome * | Statements describing those 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; and autonomy and accountability. A tool to be used by professionals to guide the development of units. |
| Micro-teaching | The use of a training class of fellow trainee teachers for the purpose of development/assessment of 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 the mandatory unit for 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 which describes the status of those who are licensed to practice as a teacher in the sector). |
| SVUK | Standards Verification UK is a subdivision of LLUK. The 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 | Tutor support material — documents provided by Edexcel to give teachers guidance for delivery and assessment. |

* 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* BTEC course textbook and CD ROM, available on registration.

For the purposes of this document, the term 'teacher' is used generically to represent teachers, tutors, trainers, lecturers and instructors in the sector.

For the purposes of this document, 'learner' refers to the person taking the qualification. 'Learner' is used to indicate anyone the 'learner' is teaching.

---

# Introduction

This document contains the units and associated guidance for the Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector (CTLLS). The units set out the required outcomes and content and include advice regarding appropriate delivery and assessment strategies. The guidance contains further details of the assessment and quality assurance of these qualifications. It includes advice about Edexcel's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

**Background to the qualification**

In March 2006 Lifelong Learning UK (LLUK) produced a new set of professional standards for teaching in the post-16 sector. These standards represented the first step towards the development of a new teacher qualification framework which has continued to develop in line with the targets set out in *Equipping our Teachers for the Future* (DfES, 2004). These now have a new set of standards, newly defined teacher roles and sector-defined units of assessment to go onto the new Qualification and Credit Framework.

**The new teacher qualification framework (PTLLS, CTLLS and DTLLS)**

The new teacher qualification framework consists of a number of units and differently sized qualifications which have been designed to be appropriate for different teaching roles. It is possible to build up units to achieve the Diploma.

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

Teachers in an associate teacher role will take the Edexcel Level 3 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 Level 4 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 an academic level appropriate to their skills and knowledge. For example, a person who has general qualifications and vocational 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. Having taken PTLLS, a learner would select which qualification to take next depending on their anticipated role. For further information on the new QCF levels, please see *Annexe E*.

The choice of qualification depends on the role the learner will ultimately be taking. 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-time 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.

**The Licence to Practise**

From September 2007 all new teachers in Further Education (FE) sector must gain a Licence to Practise at the start of their teaching career. This can be achieved by the completion of Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) qualification.

On completion of the Edexcel Level 5 BTEC Diploma in Teaching in the Lifelong Learning Sector (DTLLS) a teacher will have the opportunity to claim Qualified Teacher Learning and Skills (QTLS) status through a recognition process managed by the Institute for Learning. This qualification can be used in collaboration with DTLLS to gain QTLS and Licence to Practise.

Once the learner has achieved QTLS status and successfully completed a period of professional formation they can apply for a Licence to Practise.

Further information can be found on the LLUK website: www.lluk.org.uk, and the Institute for Learning website: www.ifl.ac.uk.

## Professional Standards

All BTEC courses relating to teaching in the lifelong learning sector are designed to reflect the Professional Standards produced through Lifelong Learning UK. On achievement of QTLS, a learner is recognised as having occupational competence in the sector, which will be demonstrated in a work context. The BTEC qualifications can provide areas of underpinning knowledge for the Professional Standards, as well as developing practical skills in preparation for work. In the development of the Teacher Qualifications Framework (TQF) leading to QTLS, a number of links have been established to the existing Learning and Development portfolio of NVQs in order to build on a widely recognised standard — such as through the assessor and verifier qualifications. Some of these qualifications will be adapted to become optional units for the framework and for Continuing Professional Development (CPD).

# Key features

BTEC Short Course Awards, Certificates and Diplomas are designed to provide focused and specialist work-related qualifications in a range of sectors. The qualifications can provide a specialist emphasis for learners following a general vocational programme of study. BTEC Short Courses offer focused qualifications for learners, particularly more mature learners, who wish to follow a short programme of study directly related to their work experience or to an aspect of employment that they wish to move into.

On successful completion of these qualifications, learners may progress into or within employment and/or continue their study in the vocational area.

The units of learning for the CTTLS have been designed in collaboration with LLUK.

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

The Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector (CTLLS) is designed to be a stand-alone qualification or as part of the full QTLS. This document should be read in conjunction with the *Qualifications for Teachers, Tutors and Trainers in the Lifelong Learning Sector in England* document — *Teacher Qualification Framework* (LLUK v 14 160107), available from the LLUK website.

CTLLS is designed to provide:

- education and training for those hoping to enter, or entering, the education sector to provide teaching, principally in the areas of training or instruction in the lifelong learning sector

- opportunities for teachers in the field of education to achieve a nationally-recognised, vocationally-specific qualification

- opportunities for full-time learners to gain a nationally-recognised, vocationally-specific qualification to enter employment in the field of teaching or to progress to further vocational qualifications, including QTLS licence status

- the knowledge, understanding and skills learners need to teach

- opportunities for learners to focus on the development of essential skills within the context of teaching

- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life

- transferable units which carry appropriate levels of credit to allow for accrediting prior experience or learning between the different stages of working towards qualified teacher status.

# Structure of the qualification

You need a total of 24 credits to achieve this qualification.

You must complete:

- the three mandatory units totalling 18 credits

- six credits must be achieved from the option units.

**Mandatory units**: you must complete all **three** of these units:

| Level | Credits | Unit titles | QCA reference |
|-------|---------|-------------|---------------|
| 3 | 6 | Preparing to Teach in the Lifelong Learning Sector | M/500/4418 |
| 3 | 9 | Planning and Enabling Learning | T/500/8955 |
| 3 | 3 | Principles and Practice of Assessment | A/500/8956 |

**Option units**: you must complete **six credits** from these units:

| | Level | Credits | Unit titles | QCA reference |
|---|-------|---------|-------------|---------------|
| *Either* | 3 | 3 | Preparing for the Coaching Role | M/500/8968 |
| *or* | 4 | 3 | Preparing for the Coaching Role | Y/500/8981 |
| *or* | 3 | 3 | Preparing for the Mentoring Role | D/500/8965 |
| *or* | 4 | 3 | Preparing for the Mentoring Role | T/500/9006 |
| | 3 | 6 | Equality and Diversity | T/500/8969 |
| | 4 | 6 | Specialist Delivery Techniques and Activities | Y/500/8995 |
| | 4 | 6 | Equality and Diversity | H/500/8983 |
| | 4 | 6 | Delivering Employability Skills | K/500/8984 |
| | 4 | 3 | Evaluating Learning Programmes | D/500/8982 |

## Rules of combination

The Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector will be awarded through the following rules of combination:

- achievement of 24 credits for the whole qualification

- 18 credits must be achieved through the mandatory units

- six credits must be achieved from the option units

- it is not possible to combine Level 3 option units with the same title at Level 4, eg *Preparing for Coaching* cannot be taken at Level 3 and Level 4

- it is not possible to combine *Preparing for Coaching* with *Preparing for Mentoring* at either level

- it is possible to combine option units at Level 4 with the PTLLS at Level 3, provided the learner has the skills and required potential to achieve the assessment criteria.

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

The minimum core of literacy, language, numeracy and ICT was introduced into the new overarching Professional Standards for Teachers, Tutors and Trainers in the lifelong learning sector in 2007. The new minimum core is designed to ensure that there is sufficient emphasis on how to teach vocational and other areas of specialism in ways that meet the needs of learners whose levels of literacy, language, numeracy and ICT skills would otherwise undermine their chance of success.

The mandatory units available to CTLLS and DTLLS learners do contain assessment criteria relating to the minimum core.

The personal skills in language, literacy, numeracy and ICT addressed through this Award will be developed in progressing through the framework to QTLS status and beyond and will allow for functional skills to be incorporated at an appropriate level to suit the delivery of learning through different contexts. For example:

- reading: eg find and select, from a range of reference material and sources of information, including the internet

- writing: eg understand significant features of English spelling and of the contribution of punctuation to meaning in written texts (including the design of teaching and learning resources)

- listening: eg listening attentively and responding sensitively to contributions made by others

- speaking: eg showing the ability to use language, style and tone in ways that suit the intended purpose and audience, and to recognise their use by others.

There are opportunities throughout teaching and learning to embed Skills for Life, key skills or the core curriculum (depending on the policy adopted by the organisation).

## Signposting key skills in the qualification

All BTEC Short Courses include signposting of key skills. These are transferable skills which play an essential role in developing personal effectiveness for adult and working life and in the application of specific vocational skills.

In each unit, the opportunities for generating evidence for key skills are signposted. These are indicative links only. Staff will need to become familiar with key skills specifications and their evidence requirements and they are advised not to rely on the signposting in the units when presenting key skills evidence for moderation. Centres should refer to the QCA website (www.qca.org.uk) for the latest key skills standards.

Key skills provide a foundation for continual learning. They enable and empower individuals who inevitably face a series of choices in work, education and training throughout their lives. Current and future initiatives such as learndirect, lifelong learning, and widening participation all require a more flexible population in the workplace and key skills play a role in setting the framework.

Learners need the chance to show current and future employers that they can:

- communicate effectively, in a variety of situations, using a wide range of techniques

- work well with others — individuals or teams — so that work can be properly planned and targets met

- manage their own development, so that they are always ready to take on the challenges of change and diversification

- use numeracy, not just within routine tasks and functions but to help them be more effective and efficient in all they do

- use ICT in a range of applications to support all aspects of their role

- solve problems in a variety of circumstances.

# Unit format

All units in Edexcel BTEC Short Courses have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way.

*Unit title*

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

*NQF level*

This is the level of study of the qualification as determined by the National Qualifications Framework (NQF).

*Guided learning hours*

Guided learning hours is 'a notional measure of the substance of a unit'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

*Unit abstract*

The unit abstract is designed to give the reader an appreciation of the value of the unit in the vocational setting of the qualification as well as highlighting the focus of the unit. It provides the reader with a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit. The unit abstract also emphasises links to the sector by describing what the unit offers the sector.

*Learning outcomes*

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

*Unit content*

The unit content identifies the depth and breadth of knowledge, skills and understanding needed to design and deliver a programme of learning sufficient to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS). The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass grading criteria.

Each learning outcome is stated in full and then the prescribed key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The unit content section will often have lists of topics that provide the range of the subject material required to be covered in order to meet the grading criteria. Subject material may be further detailed by lists enclosed within brackets or an elongated dash which provide the defined elements of the specific topic item. Where the subject material list includes an 'eg', it should be noted that this provides an indicative range of material to support the specific topic item.

*Assessment criteria*

The *Assessment criteria* section contains statements of the criteria used to determine the evidence that each learner must produce in order to receive a pass.

*Essential guidance for tutors*

This section is designed to give tutors additional guidance and amplification on the unit in order to provide for a coherence of understanding and a consistency of delivery and assessment. It is divided into the following sections.

- *Delivery* — explains the content and its relationship with the learning outcomes and offers guidance about possible approaches to delivery. This advice is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Assessment* — provides amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.

- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* — sets out links with other units within the qualification. These could be used to ensure that learners can relate different aspects within the qualification and offer opportunities for integration of learning, delivery and assessment. Links to the Occupational Standards will be highlighted here.

- *Essential resources* — identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

- *Indicative reading for learners* — provides a short list of learner resource material that benchmark the level of study.

# Assessment

The assessment for the Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector is criterion referenced, based on the achievement of specified criteria. Each of the units contain contextualised pass criteria for unit assessment.

The Certificate in Teaching in the Lifelong Learning Sector units are internally assessed. Centre assessment will be externally examined by the external examiner, who is appointed annually by Edexcel. The overall grading for Certificate in Teaching in the Lifelong Learning Sector is a pass, based upon the successful completion of the units and a practical teaching observation of a micro-teach.

**Learners must pass all the mandatory units as well as the required number of option units to achieve sufficient credits for the Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector.**

This is demonstrated by the ability to apply the knowledge and understanding in a practical teaching context. The emphasis is on the ability to develop and apply the skills and knowledge required in the successful delivery of learning.

Centres are encouraged to use a variety of assessment methods, including assignments, case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Practical application of the assessment criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria for that unit as set out in the *Assessment criteria* section. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal standardisation processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria. It is essential that the external examiner is given the opportunity to review and comment on assessment activities **before** they are given out to learners.

## Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the national standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel's policy on APL is provided on our website: www.edexcel.org.uk.

# Quality assurance

The quality assurance system for BTEC Short Course qualifications comprises three main components:

- **approval process** — a control measure to confirm that individual centres (and programme teams) are appropriately resourced and competent to deliver a BTEC programme of study

- **monitoring of centres** — a method of monitoring centre internal quality systems to ensure ongoing fulfilment of initial requirements and, where appropriate, enhancement of those requirements to accommodate new qualifications

- **independent assessment** — a measure that provides independence within the assessment process, so that the outcomes for each learner are not reliant on determinations by individuals or groups with a vested interest in the outcome. This measure should be consistent and reliable over time, and should not create unnecessary barriers.

## Centre and programme approval

Approval to offer BTEC Short Course qualifications will vary depending on the status of the centre. Centres that have a recent history of delivering BTEC Short Course qualifications and have an acceptable quality profile in relation to their delivery will be able to gain approval through an accelerated approval process. Centres that are new to the delivery of BTEC Short Course qualifications will be required to submit evidence to demonstrate that they:

- have the physical and human resources required for effective delivery and assessment (ie an experienced teacher or trainer, with appropriate teaching qualifications and subject specialism. If this is not possible, centres must demonstrate evidence confirming that teachers are working towards the appropriate teaching/training qualification, and/or have considerable experience and proven skills as a workplace training assessor). The external examiner will review staff resources as part of the reporting protocols

- understand the implications for independent assessment and agree to abide by them

- have a robust internal assessment system supported by 'fit for purpose' assessment documentation

- have a system to internally verify assessment decisions to ensure standardised decisions are made across all assessors and sites.

Such applications have to be supported by the head of the centre (principal, chief executive, etc).

We communicate all approvals in writing to the head of the centre in the form of a qualification approval letter. The approval letter will also contain a programme definition for each qualification approved. The programme definition clearly states to the centre all units that comprise the qualification for which the centre is approved.

## Gaining approval with Edexcel Online

Centres can gain approval for BTEC qualifications using Edexcel Online.

After logging onto Edexcel Online, click the 'BTEC' tab at the top left-hand side of the screen. If your centre is a school or publicly funded Further Education, college, please click on the 'Approvals Schools/FE' menu on the left side of the screen and select the 'Qualification Approval' option. All other centres must go to 'Approvals — Other Centres and Higher Awards' and then choose 'Online Award Approvals'.

Select the qualification level, sector and title from the drop-down boxes. Please note that after each selection the system will need a moment to refresh the options. Complete all fields where applicable and submit your application for processing. The system will, where permitted, approve your programme and email the approval confirmation letter to your Edexcel mailbox, the option for which is at the top of the screen on the left-hand side. Programme definitions can be printed using the reporting function.

Where a centre already has approval for a programme that is being replaced by a new programme, the centre will be given 'accelerated approval' for the new programme. Other centres wishing to offer a programme in a vocational area for the first time will need to apply for approval to offer it.

Centres that have not previously offered any BTEC qualifications will first need to apply for, and be granted, centre approval.

When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals contract.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations. Sanctions and tariffs will be applied if centres do not comply with the contract. This could result in the suspension of certification or withdrawal of approval.

## Risk assessment

Edexcel has an approvals process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile contributes to the determination of the nature of external verification or examination activity for each programme and will also be used to initiate other quality control measures by Edexcel.

## Monitoring internal quality systems in centres

Centres will be expected to demonstrate ongoing fulfilment of approval criteria across all programme areas. This should include the consistent application of policies affecting learner registrations and appeals, effective internal review and standardisation processes. These should be identified clearly in the learner induction handbook.

Edexcel's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the statement of learning outcomes and assessment criteria within the unit. Further guidance on assessment is given in the *Essential information for tutors* section of the unit.

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

## Internal verification

Centres are required to have processes in place whereby each assessor's decisions are reviewed. This is to ensure that assessors are correctly interpreting and applying the standards set out in the specification. The choice of a specific system of internal verification/review is a matter for individual centres. There is more about Edexcel's expectations for internal verification/review in the *External Examining Handbook,* which is published on the Edexcel website, and also in *the Specialist Paper on Internal Verification for HE programmes,* also on the Edexcel website: www.edexcel.org.uk.

## Independent assessment: the role of the external examiner

External examiners will be appropriately qualified and subject specific, selected and trained according to the Edexcel requirements for all external examiners of higher education programmes. The external examiner will visit the centre to assess learner work and internal verification procedures, independently and to evaluate centre assessor decisions on final outcomes.

The function of the external examiner is to review and evaluate objectively the assessment process and standards of learner attainment by reporting upon the whole programme and also by carrying out detailed sampling of assessment, including assignment briefs and learner work. Samples will be selected by the external examiner from across the programme. This process of evaluation may focus upon work in units, selected by the external examiner, that present the most appropriate evidence for this exercise. The work of all learners not already sampled will be reviewed.

Resolution of assessments will normally be handled at the centre's final programme review board, where the external examiner will be expected to endorse the outcomes of assessment before certification can be authorised. Should the external examiner be unable to provide such endorsement, certification will be withheld until appropriate corrective action has taken place. This may apply to individual learners who may subsequently resubmit within an agreed timescale — within one year. The senior subject examiner may become involved in such instances.

External examiners are expected to:

- confirm that standards are being met on the programme(s) to which they are appointed

- compare academic standards across similar awards in different centres

- report any concerns immediately to Edexcel and to the centre.

The external examiner will agree a visit plan with the centre prior to visiting. On the formal visit, the external examiner will prepare a detailed report, using the Edexcel standard template report. The report will include detailed comments on:

- academic standards and the programme specification

- academic standards and learner performance

- academic standards and the assessment and verification strategy

- the assessment process and record keeping

- assessment meetings arranged by the centre

- physical and staff resources

- staff and learners comments

- progress made on issues raised in previous reports

- detailed assessment sampling

- identified instances of good practice

- major issues for attention

- action points for the centre.

The external examiner's report is a confidential document between Edexcel, the appointed external examiner and the centre. It provides the programme team in the centre with detailed feedback in order to develop and enhance programme quality.

Should any disparity occur between the judgement of centre assessors and that of the external examiner, this will be reported to the centre and to Edexcel by the external examiner. The centre will be required to agree appropriate corrective action as a result of this report within an agreed timescale.

# Programme design and delivery

The Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector consists of three mandatory units totalling to 18 credits and optional units totalling to 6 credits, selected from those making up the TQF framework, making a total of a minimum of 24 credits. The Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector is a 120 guided learning hours qualification. These credits can also contribute to the first part of the Diploma and QTLS.

The guidance is flexible and may include more directed study than in previous qualifications. This is designed to meet the need for more subject-specific work to be undertaken by individual learners whilst more formal delivery of the generic aspects will become proportionately less significant.

Recommended guided learning hours are an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner initiated private study. Notional learning hours refers to the total amount of learning estimated to cover the knowledge and skills included in the qualification.

The emphasis on drawing evidence from teaching and developing the skills of reflective practice through teaching practice form an important component of guided learning hours. Learners will be learning from their teaching practice as much as through taught sessions. Centres are advised to consider this definition when planning the programme of study associated with this specification.

## Mode of delivery

Edexcel does not define the mode of study for BTEC qualifications. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications and to the subject specialists delivering the unit. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on the learner's work environment should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC qualifications by:

- liaising with employers to ensure a course relevant to the specific needs of learners

- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- linking with company-based/workplace training programmes

- making full use of the variety of experience of work and life that learners bring to the programme.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector. The specification contains a balance of practical skill development and underpinning knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience at every opportunity. The variety of contexts that most groups can draw upon means this provides a very valuable resource.

Centres should note that the qualification set out in this specification has been developed in consultation with centres and employers, particularly LLUK — the Sector Skills Council (SSC). The units are designed to meet the skill needs of the sector and to lead to or support employment within the sector. Centres should make sure to meet the needs of their learners, and the local skills and training needs identified by organisations such as the Regional Development Agency and the local Learning and Skills Council.

## Micro-teach — Teaching Practice and Observation (Mandatory unit: PTLLS)

Teaching practice is not a requirement to achieve the unit in this qualification (CTLLS), other than as micro-teaching for assessment purposes. Learners should be involved in at least one hour of micro-teaching, with one 15-minute micro-teaching session, which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, learners can either deliver additional micro-teaching sessions or observe others' delivery. This is an essential part of the learning process and therefore each learner should be provided with feedback from the session. It is also essential for anyone wishing to enter the teaching profession to be able to plan, prepare, resource, deliver and evaluate a real teaching situation in order to learn from their own experiences.

Each session should include:

- an outline of the learning group — including issues of differentiation
- specific considerations, for example health and safety
- planning for session, indicating topic/content, aims/objectives, activities, resources, learning checks
- samples of activities/resources used during the session
- samples of learning checks/assessment/evaluation.

The purposes of the micro-teaching and teaching practice are to:

- gain teaching experience and have the opportunity to evaluate skills
- use a range of teaching techniques
- allow for feedback from an experienced tutor and/or learners
- provide an opportunity for reflection and evaluation of own practice and performance.

The lesson observation must be accompanied by reflection and action plans for further development.

It is recommended that teachers encourage learners to observe others in a classroom/delivery situation as well.

A lesson observation pro forma for this is available in *Annexe F*.

## The effective use of teaching practice observations

The principal purpose behind the teaching practice observation is to provide each learner with an opportunity to reflect on their own practice. This should be supported by feedback from tutors who have either teaching training or subject specialism experience and qualifications. The observation experience should be positive and encourage the individual to build on identified strengths, and experiment in ways that help to engage and motivate their own learners and develop their personal skills and professional practice.

Teaching practice observations should be regarded as both summative and formative in nature. Over the lifetime of the course, observers should see steady improvement in all aspects of the teaching/training practice directly linked to the learning from the course. Observations should be as unobtrusive as possible. In special cases it may be more appropriate to use participative observation with groups, eg learners with special educational needs.

Opportunities to observe teaching/training practice should be negotiated so that the learner feels the experience will be of benefit to them and they will be able to develop from the experience. The day, time and location should be left to the learner so they are able to select an opportunity that they feel is likely to be of the greatest benefit. During the early stages, the observation should not be graded. Grading tends to reduce the benefits of the observation, as trainee teachers feel more vulnerable. During the later stages grading observations can help prepare them for the rigours of inspection or formal observations occurring as part of staff appraisals and quality control. When observations occur as a part of the organisation's quality assurance, these may be used as a subject specialist observation, providing the observer is a suitably qualified teacher and there is clear and appropriate written feedback that can be included as evidence.

The learner should be provided with clear and specific guidelines prior to the teaching practice observation so that they are able to provide all the necessary information for the tutor. At the outset of the observation the learner should provide the observing tutor with an observation pack in a project folder. The observation should provide evidence of the following:

### Planning

- session planning to meet the specific needs of the learner group and the subject specialism/specialist area
- management of the physical environment and accommodation
- use of practical and other equipment
- health and safety and risk assessment.

**Delivery and management of learning**

- structuring of the session (beginning, development, summing up/closure) with appropriate links to the sequencing in the program/scheme of work

- demonstrating suitable subject knowledge and appropriate knowledge/skills content

- different learning styles addressed

- how well learners were engaged through the session

- equality and inclusive practice

- effectiveness of the learning/learning checks

- varied teaching and learning activities with appropriate levels of challenge for individuals, ie differentiation

- creating opportunities for small group work, where appropriate, to encourage differentiation and peer teaching/support

- quality, suitability and use of resources – including new technologies for teaching and learning

- opportunities to develop study skills and personal management skills (eg key skills — working with others, improving own learning and performance, problem solving)

- embedding literacy, language, numeracy and ICT

- providing opportunities for feedback to individual learners

- appropriate approaches to behaviour management

- personal communication skills (including questioning techniques)

- establishing and developing appropriate relationships within the learning group.

The tutor will be responsible for using appropriate pro forma (sample available in *Annexe* F) for recording their observations, in order to provide the learner with clear and relevant feedback on their strengths and ways to improve. As with all forms of assessment, tutors should give feedback that is clear and constructive, highlighting areas of strength and identifying specific areas for development. To effectively track the development of practical skills, teaching teams might consider asking course participants to keep a folder containing a copy of each of their previous observation reports (plus their own evaluation/reflection on their sessions). Each observer could then identify how the individual has addressed previous development feedback. Development of practical skills and opportunities for gathering portfolio evidence from the observations should be reviewed during tutorials.

Ideally, verbal feedback that involves learners should be provided as soon after the session as possible. If this is not possible, such as when the start of a longer session is observed, then feedback should be arranged at a time and place suitable for both parties, as soon as possible after the session.

After the observation, the learner needs to be encouraged to make their own evaluation of the session as quickly as possible while the experience is still fresh. This should be based on the identification of any critical incidents which occurred during the session and how these will inform future practice and link to their understanding of the theory of teaching and learning as it relates to their own specialism and learners' needs.

## Study skills

Opportunities to develop study skills are given throughout the qualification and detailed in the course textbook Preparing to Teach in the Learning and Skills Sector (B Marshall, 2006) (issued upon registering with Edexcel).

They are designed to improve and enhance the communication, research and presentation skills of the learner. The tasks and activities listed in the textbook contribute to portfolio building. It is essential to develop the more academic side of the qualification to help improve the quality of delivery and enable all learners (trainee teachers) to share those skills with their own learners.

The most important study skills allow for the potential development of written work from Level 3 towards Level 4, to help the learner improve and prepare for higher skills such as:

- research through journals
- accessing web-based resources
- collection and interpretation of evidence
- reading and distilling information
- usage of vocabulary
- reflective practice
- academic writing.

## Support materials

On registration with Edexcel for learners will be sent the Edexcel unit-specific textbook and a CD ROM containing interactive guidance, and assessment-related materials essential to the successful completion of this qualification.

## Resources

BTEC qualifications are designed to prepare learners for employment in specific sectors. Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and therefore should normally be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Resources for The Edexcel Level 3 Certificate in Teaching in the Lifelong Learning Sector should include access to computers, research facilities such as the internet and relevant trade publications (eg *Times Educational Supplement — FE Focus*; *FE Today*). Please refer to the Edexcel course textbook and CD ROM, which are available upon registration with this qualification.

To add currency and vocational relevance visiting guest speakers, radio and video recordings, video for role play, leaflets, forms, letters, notices, instructions, and extracts from books, journals and handouts should also be available.

## Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- the qualifications should be available to everyone who is capable of reaching the required standards

- the qualifications should be free from any barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification.

Before anyone embarks on the CTLLS, there should be an **initial assessment** to include:

- existing level of academic qualifications

- current vocational/professional qualifications

- current level of personal literacy/language and numeracy

- teaching experience (where appropriate)

- access to teaching/training opportunities

- personal/professional goals and appropriate timescales

- motivation for undertaking the course

- potential support needs.

It is essential that centres can ensure all learners reach a minimum of Level 2 in literacy and numeracy within the five-year period. Key skills assessment for communication and improving own learning and performance at Level 3 are included in *Annexe B*.

From the initial assessment each individual should be provided with the opportunity to complete an individual learning plan which will plot at least the initial stages in their route towards QTLS status along with other possible options.

This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress. For learners who have recently been in education, the profile is likely to include one of the following:

- a standard of literacy and numeracy supported by a general education equivalent to GCSEs at grade A*–C

- related work experience

- other related Level 3 qualifications or equivalent in the area of specialism

- appropriate skills, knowledge and experience to teach the specialist subject.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

## Restrictions on learner entry

- Teaching in the Lifelong Learning Sector is accredited for learners aged 19 years and over.

- **Criminal Records Bureau (CRB) checks**: it may be necessary for trainees to undergo a CRB check if they are working with young people and vulnerable adults. For further information consult the CRB website: www.crb.gov.uk. There is advice and guidance given here and the application process is explained.

## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which is on the Edexcel website (www.edexcel.org.uk). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

# The wider curriculum

The study of the Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector provides opportunities for learners to develop an understanding of spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments. These wider curriculum opportunities are indicated in the units as appropriate.

## Spiritual, moral, ethical, social and cultural issues

- **spiritual** through an appreciation of spiritual dimensions in classroom situations and the needs of learners. Learners may also gain from the personal satisfaction achieved through doing the job well. Learners can also engage in discussions that reflect personal practice and approaches to classroom situations

- **moral/ethical** learners should be encouraged to consider aspects of inclusive learning and differentiation when designing and planning sessions in order to address issues of equal opportunity. Emphasis should be placed on ensuring all teaching and learning activities are appropriate to all in an unbiased and supportive manner

- **social/cultural** all aspects of teaching, learning and resourcing should consider the need to be socially inclusive with no stereotyping or discriminatory practice when dealing with the teaching and learning of their learners. This can be highlighted through differentiation of resources as well as the structure and content of the teaching and learning sessions.

## Environmental issues, health and safety considerations and European developments

The specification gives learners opportunities to develop an understanding of:

- **environmental issues** through an awareness of how an organisation's environmental requirements impact upon learner needs

- **health and safety considerations** through developing an awareness of the safety of others and themselves throughout all practical teaching and learning activities. Learners should be made aware of the need to consider the importance of health and safety at all times in their practice. Where necessary this should be identified in the schemes of work and session planning. Where possible candidates should also include the health and safety policy for their centre/organisation

- **European developments** learners need an appreciation of international initiatives and legislation applicable to the relevant subject areas.

# Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone:   01623 467 467
Fax:            01623 450 481
Email:         publications@linneydirect.com

Related publications include:

- a Preparing to Teach textbook/CD ROM given to every learner on registration

- the current Edexcel publications catalogue and update catalogue — available through the website: www.edexcel.org.uk

- Edexcel Information Manual — order code: S010998 — available through the website: www.edexcel.org.uk

- key skills publications — specifications, tutor support materials and question papers

- *Accreditation of Prior Learning* — available on our website: www.edexcel.org.uk

- The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland — (QCA, 2004)

- QCA support pack for the QCF test and trials (QCA/06/2882), available from: www.qca.org.uk.

Edexcel publications on the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain Professional Standards

Professional Standards for QTLS are available from:

LLUK (Lifelong Learning United Kingdom)
5th Floor
St Andrew's House
18-20 St Andrew's Street
London EC4A 3AY

Telephone:   08705 577 890
Website:       www.lluk.org.uk

# Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing 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.org.uk/sfc/training). You can request customised training through the website or by contacting one of our advisers in the Professional Development and Training 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 produces regular policy statements on Edexcel qualifications and accompanying procedures. Please check our 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.org.uk

# Mandatory units

# Mandatory unit:  Preparing to Teach in the Lifelong Learning Sector

**Level:**              **3**

**Credit value:**       **6**

## Unit abstract

This unit aims to create awareness of the key principles and practice of teaching and learning. The guidance highlights the importance of developing strategies which enable learning to take place based on an understanding of the basic, underlying principles.

In order to establish an awareness of learner needs, learners (teacher trainees) must appreciate the importance of different learning styles, as well as the differences between knowledge and skills acquisition. Learners should also be made aware of the implications of inclusive education, the importance of differentiation in addressing learner needs, and the application of theory within the classroom environment.

The underlying principle of this unit is to give learners an opportunity to develop appropriate classroom practice. This will be achieved through the design and implementation of session plans, and by demonstrating an understanding of the demands of specialist subjects. Learners will be given the opportunity to deliver sessions and will receive appropriate feedback on own their practice.

A critical aspect of teaching and learning is the ability to reflect on own practice and understand the importance of bringing about change in the light of critical evaluation. This is integral to both personal and professional practice in achieving the standards required for a practising teacher, tutor or trainer in the post-compulsory sector.

## 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.

## Unit content

1 **Understand own role, responsibilities and boundaries of role in relation to teaching**

*Role/boundaries*: clarification of teacher role, eg within different settings, organisations, centres; qualities of a teacher, eg responsiveness, effective communicator, inclusive, creative; limits and constraints of that role, eg when to say no, making assumptions, barriers to communication, working environment; referral strategies, eg range of support and how to access it; appropriate legislation and codes of practice, eg health and safety, equal opportunities; own role in promoting equality, eg teaching materials, translating legislation in practice; diversity and inclusion, eg impact on teaching and classroom practice, range of differences which might present in a classroom situation; promoting inclusion

*Responsibilities*: meeting organisation's requirements, eg systems, procedures; maintaining standards, eg quality assurance; keeping records, eg registers, learner work, results; health and safety in the workplace, eg policies and practice in organisations; continuing professional development, eg keeping up with own professional requirements, and teaching pedagogy

2 **Understand appropriate teaching and learning approaches in the specialist area**

*Specialist area*: the role of the specialist teacher, eg unique aspects, qualification requirements, specialist resources; specialist knowledge and skills, eg awareness of different areas of specialism, range of requirements both for teacher and learners, equipment and clothing; keeping up to date, eg making sure all qualifications are current and relevant, current licence; teaching and learning approaches, eg consideration of how to deliver and requirements for that delivery in terms of resources, location, equipment and timing

*Embedding functional skills in specialist areas*: eg awareness of current requirements and ways in which to bring key and essential skills teaching into any classroom; direct learners to sources of support, eg Basic Skills Agency, DIUS

3 **Demonstrate session planning skills**

*Planning*: schemes of work, eg purpose, college/organisation models, samples discussed; lesson plans, eg timing, content, purpose; incorporating appropriate teaching and learning strategies, eg specialist requirements, VAK (visual audio kinesthetic) learning, group work, question and answer, variation; time management, eg the importance of not doing too much, allowing enough time for different activities, making time allowance clear on plan; micro-teach

*Selecting resources*: how to select the correct equipment, venue, handouts, and ensuring that they are appropriate in quality and quantity

4 **Understand how to deliver inclusive sessions which motivate learners**

*Inclusive sessions*: ground rules; learning styles, eg visual, kinesthetic, auditory; assessment of; equality of opportunity in teaching, eg making sure all learners can access information in a range of different ways as appropriate; group/learner contracts, eg organisation policy, learner responsibility; motivating learners, eg how to, one-on-one support, financial support, feedback; providing feedback, eg different ways, question and answer, tutorial, written, spoken, group, individual; communication, eg how we communicate, body language, communication theory

5 **Understand the use of different assessment methods and the need for record keeping**

*Assessment*: different methods and types, eg formative, summative, examination, assignment, project-based; need to be familiar with assessment process on any course; be aware of different types of assessment used on different programmes and whether it is designed in-house or by external organisations; usefulness of initial diagnostic assessment, eg literacy, numeracy, ICT, support available, course requirements

*Record keeping*: importance of this for assessment, eg who needs to know — external bodies, internal requirements; ways to record progress, eg electronic, paper-based, standardised forms; organisation and awarding body requirements, eg policies and procedures

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

| Learning outcomes | Assessment criteria<br><br>**To achieve each outcome a learner must demonstrate the ability to:** |
|---|---|
| 1 Understand own role, responsibilities and boundaries of role in relation to teaching. | 1.1 Explain own role and responsibilities, and the boundaries of own role as a teacher<br><br>1.2 Identify key aspects of relevant current legislative requirements and codes of practice within a specific context<br><br>1.3 Identify other points of referral available to meet the potential needs of learners<br><br>1.4 Identify issues of equality and diversity, and ways to promote inclusion<br><br>1.5 Explain the need for record keeping. |
| 2 Understand appropriate teaching and learning approaches in the specialist area. | 2.1 Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area<br><br>2.2 Explain ways to embed elements of functional skills in the specialist area<br><br>2.3 Justify selection of teaching and learning approaches for a specific session. |
| 3 Demonstrate session planning skills. | 3.1 Plan a teaching and learning session which meets the needs of individual learners<br><br>3.2 Justify selection of resources for a specific session. |

| Learning outcomes | Assessment criteria<br><br>To achieve each outcome a learner must demonstrate the ability to: |
|---|---|
| 4 Understand how to deliver inclusive sessions which motivate learners. | 4.1 Explain ways to establish ground rules with learners which underpin appropriate behaviour and respect for others<br><br>4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners<br><br>4.3 Explain and demonstrate good practice in giving feedback<br><br>4.4 Communicate appropriately and effectively with learners<br><br>4.5 Reflect on and evaluate the effectiveness of own teaching. |
| 5 Understand the use of different assessment methods and the need for record keeping. | 5.1 Identify different assessment methods<br><br>5.2 Explain the use of assessment methods in different contexts, including reference to initial assessment<br><br>5.3 Explain the need for record keeping in relation to assessment. |

**Note**: Further information on the Professional Standards can be found in *Annexe C: PTLLS Unit mapping to QTLS Professional Standards*.

## Essential guidance for tutors

### Tutor guidance

It is important for learners to relate their own achievements to the Professional Standards and discuss issues raised both formally and informally.

Learners should be made aware at all times of the importance of their own professional practice and that naturally occurring evidence should always be used at all times where available or appropriate.

There are opportunities to emphasise the importance of the knowledge and experience of peers and colleagues where shared experiences provide an opportunity to both share good practice and reflect on teaching and learning approaches. When dealing with peers and colleagues any issues of confidentiality should be considered at all times.

Learners should be encouraged to evaluate their own courses and assess relevant past and present practice, identifying areas of strength and need, and the qualities and transferable skills necessary for employment — as well as the need to be adaptable to changing circumstances.

Learners should be encouraged to follow best classroom practice, and understand available progression routes. This should be achieved through establishing a mentoring system to provide informal support and guidance for learners.

Learners should be engaged in identifying their own progress throughout the teacher training and be provided with the opportunity to record their professional development, along with possible routes for progression, with the aid of an Individual Learning Plan. An example of this has been included at *Annexe G*.

### Delivery

This guidance should be read in conjunction with the Edexcel BTEC course textbook in Preparing to Teach in the Lifelong Learning Sector with CD ROM. These materials are automatically available, free of charge, to all centres/learners registered for this Edexcel qualification.

It is recommended that centres use a wide range of teaching and learning methods in order to achieve all the learning outcomes in the unit. These could include lectures, seminars, workshops, project work, individual and group assessments.

The teaching/learning methods used should draw on material from the learners' professional experience wherever possible. This will help learners to develop reflective practices and recognise the transferability of skills and knowledge necessary in a changing and dynamic environment.

Learners should be actively involved in their learning and should be encouraged to draw on material from any experiences to use in class and in their assignments. Through their own experiences as well as through working in groups, learners can develop case studies, problem solving and interpersonal skills.

Opportunities could also be built in to allow learners to compare and contrast their own working practices with others in the group.

In relation to unit content, please note that the Edexcel course textbook with CD ROM 'Preparing to Teach in the Lifelong Learning Sector' covers the knowledge, skills and theory necessary to meet the requirements of the qualification. The CD ROM also has guidance on building a portfolio, as well as interactive activities and general teaching tips.

**Learning outcome 1**: Understand own roles, responsibilities and boundaries of role in relation to teaching is covered in Chapter 2 of the Edexcel course textbook, and on the CD ROM there is an interactive diagnostic activity.

**Learning outcome 2**: Understand appropriate teaching and learning approaches in the specialist area is covered in Chapter 3 of the Edexcel course textbook, and on the CD ROM there is a section on initial assessment for numeracy and literacy as well as a learning styles questionnaire.

**Learning outcome 3**: Demonstrate lesson planning skills is covered in Chapter 4 of the Edexcel course textbook, and on the CD ROM there is a time management activity.

**Learning outcome 4:** Understand how to deliver inclusive sessions which motivate learners is covered in Chapter 5 of the Edexcel course textbook and on the CD ROM there is a time management activity.

**Learning outcome 5:** Understand the use of different assessment methods and the need for record keeping is covered in Chapter 6 of the Edexcel course textbook, and on the CD ROM there is an interactive activity on assessment.


**Assessment**

The purpose of assessment is to ensure that effective achievement of the learning outcomes has taken place. Evidence of this learning is required. The assessment of the evidence directly relates to the assessment criteria.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment should be part of effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals. Learners need constructive feedback and guidance about how to improve, capitalising on strengths, with clear and constructive comments about weaknesses and how these might be addressed.

Assessment instruments are constructed by centres. In designing assessment instruments, centres need to ensure that they are valid, reliable and fit for purpose, building on the application of the assessment criteria. They should ensure coverage of all assessment criteria in the unit. Tasks and activities should enable learners to produce evidence that directly relates to the assessment criteria.

Information and guidance on building a portfolio is included on the CD ROM which accompanies this qualification. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt and making maximum use of work-related practical experience.

Centres should design a teaching practice and resources assignment that develops skills and knowledge in accordance with the unit assessment criteria. Within this section of the programme, a range of methods and opportunities should be included. For example:

- Learner self-assessment through the reflective elements of portfolio building. Here the learner is encouraged to evaluate and analyse own practice, skills and knowledge, producing action plans for further development.

- Peer assessment, as in oral presentations. This offers an opportunity for others to comment on learner performance, developing skills of feedback and communication. Learners must show an ability to effectively receive and respond to feedback.

- Tutor assessment of written evaluations of practice. This will offer the learner an opportunity to reflect and discuss practical skills. Action plans for improvement should be developed in response to this activity.

- Written assessments where not covered by teaching practice portfolio evidence. These will encourage the learner to show an understanding of knowledge and theory related to the qualification. Justification and evaluation of material presented is expected.

- Tutor observation of learner performance, eg oral presentations, micro-teach, teaching practice. Learners will be expected to participate in feedback and discussion around their demonstrated teaching skills.

- Production of visual materials which would be used in a teaching situation. This might include PowerPoint presentations, overhead transparencies, subject specific items, handouts, etc. The learner must be able to justify the choice of materials and evaluate the effectiveness of them in practice.

- Teaching Practice Portfolio for naturally occurring evidence from professional practice. Material in this portfolio must correspond with the assessment criteria. This evidence will be varied and include both written and practical samples for assessment. There are suggested written pieces, witness statements, peer observations, at least two lesson/micro-teach observations, reflective practice evidence, etc.

The overall assessment strategy should be centred principally on the application of essential skills, knowledge and understanding within existing professional practice. Learners' learning activities should be based on appropriate, realistic and practical situations. These should reflect a range of professional practice and assessment strategies and should be a natural extension of this approach.

Suggested assessments may include:

- written assignment work

- observed teaching practice which may also include witness statements

- awarding body specifications

- session plans/schemes of work

- materials to support session planning

- resources prepared for teaching and learning

- specific materials relating to key/basic/essential skills/core curriculum.

**Sample integrated assessment activity**

**Delivery of a session on a new subject**

This assignment takes you through all the stages necessary to create an effective learning experience — whether you are in a classroom, a training situation or even presenting as a guest speaker at a conference.

As part of your teacher training you are expected to give a micro-teach on a subject you have never taught before. This could be a hobby or personal interest, the choice is yours. However, what is important is that you have some knowledge and confidence with the topic, so that you can concentrate on the actual presenting, teaching and learning. Topics chosen have included mixing cocktails, macramé, sky-diving, fishing, a favourite book or film, yoga and many, many more.

To teach effectively it is important to work through these stages — preparing and planning, delivering the session and evaluating in order to develop professional practice.

- Preparing and planning your micro-teach session: Use your Personal Development Journal to record what you find out in terms of the learners' needs and different learning styles. Use this information to plan the aims and objectives (learning outcomes) for your micro-teach session to show how you can promote a diverse and inclusive learning experience. *(Assessment criterion 1.4)*

  Use your knowledge of your selected topic to identify and justify your selection of appropriate teaching and learning activities for your micro-teach session *(Assessment criterion 2.1)* in your Personal Development Journal. Also explain how you will plan to engage and motivate all learners *(Assessment criterion 4.2)* with the help of appropriate resources. Identify different assessment methods that you could use, and select and include in your session plan at least one assessment activity to check that learning has taken place. *(Assessment criterion 5.1)*

- Delivering the micro-teach session: Deliver your topic to your group using the prepared session plan. (*Assessment criterion 3.1*) This could provide a range of evidence that includes: individual needs, session aims and objectives/learning outcomes, appropriate use of timings, content/teacher and learner activities, appropriate teaching and learning resources, learning checks or assessment and opportunities for key skills/core curriculum/functional skills. *(Assessment criterion 2.2)*

  Throughout the micro-teach *(Assessment criterion 4.2)* you have the opportunity to provide evidence that you can communicate effectively and appropriately with individual learners *(Assessment criterion 4.4)* and demonstrate good practice in giving feedback *(Assessment criterion 4.3)*, this provides evidence for feedback from your teacher and peers.

  In addition to your own micro-teach session you should observe and record your observations of others in your group in order to have the chance to understand a variety of approaches or different ways of meeting the needs of the learning group.

  *Examples of the forms for recording micro-teach observations can be found in the CD section on pro forma or on the Edexcel CTLLS section of the website.*

- Evaluating the micro-teach and developing own practice: Use your Personal Development Journal to reflect on what the evidence of the micro-teach shows about the effectiveness of your own teaching (*Assessment criterion 4.5*) and your selection of teaching and learning approaches. (*Assessment criterion 2.3*) Suggest how you might have approached things differently and review how the information from initial assessment, and other forms of assessment, may be used for adapting your teaching approach. (*Assessment criterion 5.2*) In your journal explain ways to establish ground rules with learners to encourage appropriate behaviour and respect for others in the learning environment (*Assessment criterion 4.1*) and the importance of providing good feedback to your learners. (*Assessment criterion 4.3*) Identify other points of referral you could use to meet the potential needs of your learners (*Assessment criterion 1.3*) and ways to embed elements of functional skills, as appropriate, into your session. (*Assessment criterion 2.2*) With the help of your journal justify your selection of resources for the micro-teach session and how they can be adapted for different learners (*Assessment criterion 3.2*) as well as how record keeping (*Assessment criterion 5.3*) can help learners, teachers, the organisation and other stakeholders, and support assessment. (*Assessment criterion 5.3*)

In your journal use your micro-teach experiences to explain your own role and the boundaries of your role in teaching and learning. *(Assessment criterion 1.1)* Use your journal to explore how current legislative requirements and codes of practice will impact within your specialist context. *(Assessment criterion 1.2)*

*To help in this you should research the DfES and LLUK websites and refer to the Professional Standards for Teaching in the Lifelong Learning sector. A sample of all pro forma, including the Personal Development Journal, can be found on the CD ROM that accompanies the book for the Award or the tutor support materials associated with the Diploma.*

| Level 3 Edexcel BTEC Certificate in to Teach in the Lifelong Learning Sector<br>TUTOR FEEDBACK SHEET | | |
| --- | --- | --- |
| **Assessment criteria** | **Met** | **Develop** |
| 1.1 | Explain own role and responsibilities, and boundaries of own role as a teacher. | | |
| 1.2 | Identify key aspects of relevant current legislative requirements/codes of practice within a specific context. | | |
| 1.3 | Identify other points of referral available to meet the potential needs of learners. | | |
| 1.4 | Identify issues of equality and diversity, and ways to promote inclusion. | | |
| 1.5 | Explain the need for record keeping. | | |
| 2.1 | Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area. | | |
| 2.2 | Explain ways to embed elements of functional skills in the specialist area. | | |
| 2.3 | Justify the selection of teaching and learning approaches for a specific session. | | |
| 3.1 | Plan a teaching and learning session which meets the needs of individual learners. | | |
| 3.2 | Justify the selection of resources for a specific session. | | |
| 4.1 | Explain ways to establish ground rules with learners which underpin appropriate behaviour and respect for others | | |
| 4.2 | Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners. | | |
| 4.3 | Explain and demonstrate good practice in giving feedback. | | |
| 4.4 | Communicate appropriately and effectively with learners. | | |
| 4.5 | Reflect on and evaluate the effectiveness of own teaching. | | |
| 5.1 | Identify of different assessment methods. | | |
| 5.2 | Explain the use of assessment methods in different contexts, including reference to initial assessment. | | |
| 5.3 | Explain the need for record keeping in relation to assessment. | | |

**Tutor feedback and recommendations**

Signature: …………………………………………………………………………… Date: ……………………………………

## Links to Professional Standards

New Professional Standards in Initial teacher/tutor/trainer Education Standards — available from LLUK, at www.lluk.org.uk.

## Essential resources

Learners will need access to computers and the internet for research and use of support materials.

Appropriate facilities and resources for conducting micro-teaching.

## Indicative reading for learners

Armitage A — *Teaching and Training in Post-compulsory Education* (Open University Press, 2003)

Marshall B — *Preparing to Teach in the Learning and Skills Sector Edexcel BTEC textbook/CD ROM* (Pearson, 2006) (issued upon registering with Edexcel)

Petty G — *Teaching Today: A Practical Guide* (Nelson Thornes, 2005)

Rogers J — *Adult Learning* (Open University Press, 2001)

Awarding body documents on internal verification and ensuring standards.

**Appropriate journal**

*Times Educational Supplement — FE Focus*

**Appropriate websites**

**Basic Skills Agency**
The Basic Skills Agency is the national development organisation for literacy and numeracy in England and Wales.

www.basic-skills.co.uk

**Becta**
Becta (British Educational Communications and Technology Agency) is a UK agency which supports all four UK education departments in their strategic ICT developments.

www.becta.org.uk

**Curriculum Online**
Curriculum Online is the Government's Portal which gives direct access to the widest range of free and priced digital materials for teaching and learning.

www.curriculumonline.gov.uk

**DIUS**
Department for Innovation, Universities and Skills.

www.dius.gov.uk

**IfL**
The Institute for Learning is the professional body for teachers and trainers and learner teachers in the learning and skills sector.

www.ifl.ac.uk

**LSC**
The Learning and Skills Council (government body).

www.lsc.gov.uk

**LLUK**
Lifelong Learning UK (the Sector Skills Council for Teaching and Learning). LLUK developed the new QTLS Professional Standards, which are available on their website.

www.lluk.org.uk

# Mandatory unit:  Planning and Enabling Learning

**QCF Level:**      **3**

**Credit value:**   **9**

## Unit abstract

This unit enables individuals to develop their practice in order to demonstrate the range of skills, knowledge and understanding associated with teaching and learning in the lifelong learning sector. This unit is designed to work from the first point-of-contact with learners as a means of using this information to negotiate goals that enable their own learners to take increased responsibility for the learning process. It is necessary to recognize the importance of the individual learner, and their own role in the learning process, in order to create an inclusive learning environment that will provide a safe and stimulating situation for all learners.

Through the evaluation of a range of strategies for delivering learning it is possible to highlight the way in which skills, knowledge and understanding in different subject specialisms, and different contexts, require different approaches to engage and hold the interest and enthusiasm of learners. Rigor must be employed in ensuring that the approaches to teaching and learning is constantly reviewed and approaches are adapted to meet changing needs of learners and curriculum.

An essential element of teaching and learning is the importance of effective communications and this unit provides an opportunity to explore some of the issues relating to communication at different levels and for different purposes: between learners; between learners and teacher/s and between teachers, tutors and learners as a means of sharing good practice and building on relationships.

Within all units is the need to evaluate practice, and involve learners in the process, as means of developing, and continuing to develop, the best practice in teaching and learning.

## 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.

## Unit content

1 **Understand ways to negotiate appropriate individual goals with learners**

*Role*: to provide information for: course tutor — in selecting methods in planning sessions; personal tutor — in identifying specific needs/support; learner — in reviewing appropriate choices/differentiation; organisation — establishing needs/support/data relating to value-added/benchmarking

*Individual learner experiences*: previous learning experiences and achievements, successful, formal, informal, cultural, social and linguistic background, hobbies, interests; achievements: formal qualifications, experience gained through paid or voluntary work, experience gained through hobbies, interests or work within the home validity and reliability, currency, time and cost, requirements of potential learning programme, including practical, technical, delivery and assessment styles

*Teaching and learning*: course team, tutorial support, basic and key skills team, teaching assistants, technicians, counseling staff, careers staff, nursery and pre-school support

*Initial assessment methods*: individual interview, self-identification, tutor-referral, specific or holistic assessment, practical exercises or tasks, diagnostic assessments including language, literacy and numeracy, use of evidence in selection and placement, action planning, career planning, differentiating between knowledge, aptitude and potential, identification of support needs, analysis of strengths and weaknesses in relation to course requirements, culture of open access and widening participation

*Learners*: contracts, ILP/IEP, target-setting, action plans, scaffolding, discussions, tutorials, self-assessment, SWOT Analysis, learner's needs analysis, support, basic/key skills needs, individual preferred learning style

*Planning*: intellectual and related demands of learning programme, eg pre-requisite requirements, key skills, basic skills, technical skills, professional skills, practical skills, interpersonal skills, eg communication skills, team working, problem solving, interests and hobbies, specific learning difficulties, on-the-job and off-the-job, work placement, levels of commitment and personal characteristics relevant to programme eg disability and learning difficulties, style of delivery and assessment, personal aspirations

*Negotiation*: learning/skills gaps, future learning (units/courses), ILP/IEP, action plans, support for basic and key skills, additional appropriate associated activities need for support from other interested parties, eg social services, local education authority, employers

*Recording procedures*: paper based, IT based, documents, institutions and procedures for recording information, referral, use of information, learner ownership

2 **Understand how to plan for inclusive learning**

*Styles of learning/individual*: sensory preferences, tangible/abstract, sequential/random, use of intelligences (eg linguistic, mathematical, visual), **learners** support, debriefing and feedback, **learner** contracts, experiential, health and safety factors, **learners'** responsibility for organising their learning

*Styles of learning/groups*: small group, whole group, collaborative/partnership, group dynamics, peer group support, experiential, health and safety and environmental controls during learning through experience, effective group management, support materials including ICT, debriefing and feedback, equity/access to learning

*Theories of learning*: Bloom's Taxonomy, Gardner's Seven Intelligences, Kolb's Theory and Learning Cycles, Honey and Mumford, behaviourism, cognitive and humanistic, motivation and experiential learning, group and individual learning

*Scheme of work*: interpretation of the curriculum/training requirements in terms of syllabuses and schemes of work, structures, aims, activities, learning objectives, outcomes from programme of study, timing and sequencing, resources, assessment schedule, learning through experience, evaluation processes, maintains learners interest and engagement with the learning process so that they can experience success, fosters security and confidence and a productive learning environment

*Curriculum*: skills, knowledge, understanding, experience, capabilities, human and physical resources, structure and timescales, assessment method and schedule, opportunities for learners to reinforce their knowledge and understanding, opportunities for study skills, including time management; awarding body: specifications, moderation, verification and standards, evidence requirements (eg portfolio, coursework, examinations, assessment timetable and impact on design of scheme of work)

*Aims/needs of learners*: group/individual learning needs, learning styles, eg visual, kin aesthetic, auditory, variety through activity, refection, theory, planning and developing appropriate skills in learners, empowering learners through negotiation and sharing needs, stimulating independent learning, patterns of teacher/learner interaction and teaching methods to meet the needs of individuals and groups, supporting learners while they deal with unfamiliar circumstances, assisting learners in exploring and articulating their personal aspirations, key/basic skills, ICT, practical skills, learners aspirations, career progression, employment, additional qualifications, community service

*Lesson plans*: aims and precise objectives, targets and content, variety of teaching and learning activities, linking aims to programme requirements and learners needs, stages of lesson, activities, sequencing, pacing, timing, variety, assessment opportunities, links with appropriate agencies to enhance curriculum delivery, personal experiences to enhance and contribute to learning, opportunities for groups and individuals, learning through experience including opportunities to demonstrate and practice skills, define subject, technical knowledge and skills integral to provision, ways to encourage individual and independent learning, identify and redress poor motivation and inappropriate behaviour

*Individual needs*: models of inclusive learning, partnerships and collaboration, equal opportunities, meeting the policies, budgetary constraints, for learners with learning difficulties and/or disabilities, cultural and linguistic diversity, the relationship between experience of success and motivation, appropriate explanations and constructive feedback that reinforces learning, challenging inappropriate behaviour, for learners affected by social, cultural or emotional factors, ways of consolidating and reinforcing learning, acceptable levels of work to enable learners to succeed, relevance to other aspects of the curriculum/training area, apply learning in different contexts

*Accessibility*: different approaches to and modes of learning, use of integrated ICT, distance and online learning, layout of room, access to equipment and resources, timing and pace of learning and assessment, appropriate level and type of language when delivering and assessing the programme, inclusive learning, acknowledge learner ideas and input to encourage motivation, study skills to enable learners to manage their own learning, group and individual modes of learning, curriculum development, learners' progress and achievement, changing circumstances and new ideas/development, encouraging learners to adopt styles of learning appropriate to the required outcomes, related to age, gender, class culture, language, experience, perception, ability, intelligence, motivation, imposed exam/assessment results, retention and motivation

*Delivery methods based on learning theories*: conceptual framework and characteristics of behaviourists, cognitivist and humanist theories of learning, andragogy versus pedagogy, memorising and rote learning, experimental learning, hypothesising and testing, Bloom's taxonomy, Kolb's learning theories, Gardner's seven intelligences, distance and online, resources based learning, collaborative learning

*Delivery methods based on learning styles*: sensory preferences, tangible/abstract, sequential/random, use of all intelligences (linguistic, mathematical, visual), didactic, experimental, team working, agreeing roles, collaborative learning, experiential

*Teaching methods*: lectures, seminars, workshops, 1x1, practical activity, research, project work, field work, individual and group assessments, case studies, problem solving and interpersonal skills activities, discussion/debate, directed study

*Learner's feedback*: formal and informal learner reviews, initial, ongoing or session, terminal learner review opportunities, use of pro forma to encourage learner feedback, use of learner representatives, learner contributions to team meetings, use of feedback information by individual or team

3 **Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements**

*Inclusive learning*: learning styles; equality of opportunity in teaching; language appropriate to learners and subject; disability awareness; group and individual dynamics, didactic, experiential, individual, small and whole group, collaborative/team teaching, demonstration, role play, games, discussion, visits, distance, online, foster learner success, practical, research, experimentation, full-time, part-time, distance learning, online learning, work-based learning, workshop-based, supported or independent study, learner-centred learning

*Motivation*: individual and group working, sensory preference, social, cultural and emotional factors affecting motivation, learner's responsibility for own learning, barriers to learning, coping strategies, negotiation, goal-setting, appropriate support mechanisms, fostering curiosity, appropriate level of challenge

*Materials*: handouts, case studies, notes, summaries, videos, textbooks, artifacts, models, exemplar materials, adaptation of existing and commercial packages, costs, availability, appropriateness to fostering curiosity and motivation

*New and emerging technologies*: teaching and learning resources; audio and visual aids; personal computers and range of software packages, CD ROM; internet, intranet, virtual learning environment (VLE), active-board/interactive board, learning centres, learner-centred activities; tutor-managed versus learner-managed

*Role of ICT*: improving access to learning, potential of ICT in creating new modes of learning, open access and widening participation, availability, location, resource constraints, achievement of key and basic skills

*Literacy and language ESOL*: speaking — language, style and tone, purpose and audience, context and levels, fluency, accuracy, concepts of and competence for ESOL, convey the meaning and enhance delivery and accessibility of message, non-verbal communication; listening, eg processing of oral information, purpose, inference and background knowledge, responding to others; reading, eg find and select from a range of references, including the internet, use and reflect on a range of reading strategies to interpret texts and to locate information, identify and record the key information or messages contained within reading material using note-taking techniques; writing, eg planning and drafting, editing, purpose, inference and background knowledge, interpretation and understanding, purpose and intended audience of text, layout and typographical features, barriers

*Numeracy*: whole numbers, sense of magnitude, relative position of numbers, estimation to develop number and operation sense, measurement and different systems for gauging dimension, reasonableness of results fractions, decimals and percentages, common measures, shape and space, area, perimeter, volume in plane and solid figures, handling statistics and measures, probability, formulate questions that can be analysed using statistical methods, data analysis, enquiries, inferences and evaluating arguments, measurements of location, spread and statistical diagrams, correlation and regression, appropriate degree of accuracy

*ICT*: word processing, font, size, spellchecker, grammar checker, page layout, margins, insert/delete, spreadsheets, formulae, column, charts and diagrams, databases, mail shots, desktop publishing, digital imaging, image manipulation, internet/intranet, email, preparing resources, VLE

*Resources*: design, matching to learners' needs and abilities, format to meet the needs of a wide range of learners including those with learning difficulties and disabilities, eg hearing or sight impairment, accessibility, storage, cost, effectiveness, fit for purpose, adaptability; written/printed resources: font type, font size, SMOG(readability) test; eg complexity of language, white space, images, layout, colour

*Supporting diversity/contribute to learning/new technologies*: ICT in the classroom/workshop, distance and online learning, interactive packages, computer-aided language learning, using the internet and intranet for research, access to teacher-devised learning packages, learning networks, email discussion groups and notice boards, producing assignments, recording assessment, attendance and achievement

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

*Skills*: eg selecting and organising information clearly and concisely, presenting information in an appropriate format, explaining ideas clearly, listening and responding to learners' ideas, listening and questioning skills, spelling, punctuation and grammar, establishing and maintaining effective relationships to promote learners' participation, retention and achievement, negotiation skills, contributing to group discussions, extracting information, summarising, responding, probing and reflecting, paraphrasing, voice projection, stress and intonation, tone and pace, awareness of own body language and its meaning in a number of cultural contexts

*Methods*: audio/visual aids, including overhead transparencies, handouts, distance learning packs, ICT, VLE (virtual learning environment), videoconferencing, using open and closed questioning, written, verbal, use of ICT, assessment comments, peer and employer comments, formal and informal, scheduled and non-scheduled

*Communication skills*: vocabulary, spelling, grammar, syntax, punctuation, register, discourse skills, accent, dialect, received pronunciation, non-English varieties, standard English, English as an additional language, diagnostic assessment, interviewing, on-going formative assessment, deaf awareness, support needs

*Barriers to communication*: language, tone, pace, clarity, appropriate to learners and context, body-language, relevance to learners' prior experience, social and cultural background

*Overcoming barriers*: checking understanding, targeted questioning, marking and feedback, planning and collaborative planning, redrafting and collaborative redrafting, using ICT, listening and responding to learners' ideas, monitoring — on-going evaluation and recording with action plan encouraging self-evaluation

*Specialist support*: signing and specialist software and hardware, referral procedures and role boundaries, funding mechanisms

*Internal*: course/programme team, technical, administrative and support staff, contributing to design, development and validation of learning programme, negotiate with colleagues on behalf of learners, share expertise with colleagues, contribute to programme review and evaluation, contribute to management information systems by providing necessary information at the correct time and in the agreed format, responding positively and constructively to feedback; external: parents, employers, local authority, learning and skills council, inspectorate, training providers; format: letter, memo, email

*Effectiveness*: purpose to foster achievement, security and confidence, raising standards, retention, to enable learners to meet course requirements, identify and redress poor motivation, challenging inappropriate behaviour, encouraging learner to take responsibility for own learning, to exploit opportunities to improve learners' basic and key skills, to reinforce knowledge and understanding, confidentiality

5 **Understand and demonstrate knowledge of the minimum core in own practice**

*Minimum core*: awareness of personal, social and cultural factors including: attitudes in wider society, motivation, age, gender, socio-economic status, ethnicity and disability or learning difficulty; understand different attitudes of learners, understand possible reasons for different rates of learner progress, different factors affecting the acquisition of literacy skills, the importance of literacy in enabling users to participate in public life, society and the modern economy, knowledge of how textual features support reading, understand the barriers to accessing text

*Literacy*: communicating the writing process, using genre to develop writing, developing spelling and punctuation skills; expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message; find and select from a range of reference material and sources of information — including the internet, use and reflect on a range of reading strategies to interpret texts and locate information or meaning, identify and record key information or messages contained within reading material using note-taking techniques; write fluently, accurately and legibly on a range of topics, select appropriate format and style of writing for different purposes and different readers, use spelling and punctuation accurately in order to make meaning clear, understand and use the conventions of grammar consistently when producing written text

*Minimum core*: awareness of personal, social and cultural factors including: attitudes in wider society, motivation, age, gender, socio-economic status, ethnicity and disability or learning difficulty; understand different attitudes of learners, understand possible reasons for different rates of learner progress; different factors affecting the acquisition of language skills, the importance of English language in enabling users to participate in public life, society and the modern economy, potential barriers that can hinder the development of language skills, main difficulties and disabilities relating to language learning and skills development

*Language*: multilingualism and the role of first language in the acquisition of additional languages, issues arising when learning another language or translating from one language to another, issues relating to varieties of English, dialects and attitudes towards them; the importance of context in language use and the influence of the communicative situation; making appropriate choices in oral communications, having a knowledge of fluency, accuracy and competence for ESOL learners, using spoken English effectively; listening effectively; use language, style and tone in ways that suit the intended audience, and to recognise their use by others, using appropriate techniques to reinforce oral communication, check how well the information is received and support the understanding of those listening, use non-verbal communication to assist in conveying the meaning and receiving information, and recognising its use by others; listen attentively and respond sensitively to contributions made by others

*Minimum core*: awareness of personal, social and cultural factors including: attitudes in wider society, motivation, age, gender, socio-economic status, ethnicity and disability or learning difficulty; understand different attitudes of learners, understand possible reasons for different rates of learner progress; different factors affecting the acquisition of numeracy skills, the importance of numeracy in enabling users to participate in public life, society and the modern economy, potential barriers that can hinder the development of number skills, main difficulties and disabilities relating to number skills and development, common misconceptions and confusions related to number-associated difficulties, create appropriate learning environment

*Mathematics/numeracy*: making and using judgments about understanding of key numeracy: dimensions, processes and content; communicating processes and understandings; processes: capacity of number skills to support problem solving, making sense of situations and representing them, processing and analysis of data, using number skills and content, interpreting and evaluating results, communicating and reflecting findings; use strategies to make sense of a situation requiring the application of numeracy, understand validity of different methods, consider accuracy, efficiency and effectiveness when solving problems, reflect on learning, make sense of data, select appropriate format and style for communicating findings

*Minimum core*: awareness of personal, social and cultural factors including: attitudes in wider society, motivation, age, gender, socio-economic status, ethnicity and disability or learning difficulty; understand different attitudes of learners, understand possible reasons for different rates of learner progress; different factors affecting the acquisition of ICT skills, the importance of ICT in enabling users to participate in public life, society and the modern economy, potential barriers that can hinder the development of ICT skills, main difficulties and disabilities that hinder ICT learning and skills development; understand the range of learners' technological and educational backgrounds

*ICT*: purposeful use of ICT, essential characteristics of ICT — types, context, purpose; how learners develop ICT skills, knowledge and understanding; measuring achievement in ICT skills including e-learning and e-assessment, using ICT systems — word processing, data processing, image processing; finding, selecting and exchanging information including web-based systems, developing and presenting information word processing, image, webpage, digital imaging

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

*Reflection*: measure of learners' success, achievement of personal goals, targets, constraints and opportunities, personal judgments, feedback from learners, teachers, managers, external evaluators, other individuals and professionals, risk assessment, self and team reviews, self-assessment report, formal and informal evaluation procedures, observation reports, outcome from appraisal

*Development of own practice*: action plan, realistic goals and targets for own development, timescales, milestones, monitoring and modifications, updating subject knowledge, technical expertise, skills and self-confidence, modifications to learning programmes and support materials, explore new modes of delivery and assessment, changes in roles and responsibilities, technologies to extend and enhance learning and assessing, contributing to curriculum development

*Opportunities*: continual professional development (CPD), further qualifications, updating courses, industrial secondment, retraining in staff shortage areas, mentoring, work shadowing, peer observation, videoing own practice

Further information on the Professional Standards can be found in *Annexe C*.

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

| Learning outcomes | Assessment criteria |
| --- | --- |
| | **To achieve each outcome a learner must demonstrate the ability to:** |
| 1 Understand ways to negotiate appropriate individual goals with learners. | 1.1 Explain the role of initial assessment in the learning and teaching process |
| | 1.2 Describe different methods of initial assessment for use with learners |
| | 1.3 Explain ways of planning, negotiating and recording appropriate learning goals with learners. |
| 2 Understand how to plan for inclusive learning. | 2.1 Establish and maintain an inclusive learning environment |
| | 2.2 Devise a scheme of work which meets learners' needs and curriculum requirements |
| | 2.3 Devise session plans which meet the aims and needs of learners |
| | 2.4 Explain ways in which session plans can be adapted to the individual needs of learners |
| | 2.5 Plan the appropriate use of a variety of delivery methods, explaining the choice |
| | 2.6 Identify opportunities for learners to provide feedback to inform practice. |

| Learning outcomes | Assessment criteria |
| --- | --- |
| | **To achieve each outcome a learner must demonstrate the ability to:** |
| 3 Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements. | 3.1 Use a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met<br><br>3.2 Identify the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning<br><br>3.3 Identify literacy, language, numeracy and ICT skills which are integral to own specialist area<br><br>3.4 Select/adapt and use a range of inclusive resources to promote inclusive learning and teaching. |
| 4 Understand how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation. | 4.1 Use different communication methods and skills to meet the needs of learners and the organisation<br><br>4.2 Identify ways in which own communication skills could be improved, including an explanation of how barriers to effective communication might be overcome<br><br>4.3 Liaise with other relevant parties to effectively meet the needs of learners. |
| 5 Understand and demonstrate knowledge of the minimum core in own practice. | 5.1 Apply minimum core specifications in literacy to improve own practice<br><br>5.2 Apply minimum core specifications in language to improve own practice<br><br>5.3 Apply minimum core specifications in numeracy to improve own practice<br><br>5.4 Apply minimum core specifications in ICT user skills to improve own practice. |
| 6 Understand how reflection, evaluation and feedback can be used to develop own practice. | 6.1 Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as appropriate. |

**Note**: Further information on the Professional Standards can be found in *Annexe C*.

## Essential guidance for tutors

### Delivery

In order to both develop personal skills and provide opportunities for reflective practice learners should observe colleagues, other professionals and their own peers delivering a variety of programmes to different types of learners and different contexts. They should be encouraged to watch video recordings of themselves and others so that they can assess the effectiveness of a variety of approaches to teaching and highlight aspects of good practice in different contexts. Learners should be encouraged to discuss various different learning theories with peers, colleagues and within the group. Learners will also need to experience a wide range of teaching methods/techniques using relevant case materials followed by reflection, assessment and evaluation.

It is recommended that centres use a wide range of teaching and learning methods in order that learners achieve all the learning outcomes in the unit as well as exposing them to a variety of approaches. Delivery should include opportunities for practical teaching sessions, presentations, case studies, role plays, analysis of video recordings, visits to resource centres, support workshops and ICT centres, visiting lecturers and demonstration lessons as well as lectures/delivering theory with groups and individual learners. The practical side of this unit should be underpinned by extensive guided reading. Learners should be encouraged to develop and apply their own understanding of learning theories and justify their use.

The teaching/learning methods used should draw on material from the learner's professional experience wherever possible. This will help learners to develop the reflective practices and recognise the transferability of skills and knowledge necessary in a changing and dynamic environment. It should also be used to encourage a willingness to adapt and adopt different approaches that increase the flexibility of teaching and learning techniques in order to be able to respond to a variety of learners' needs.

Opportunities should be provided for learners to be involved in the negotiating of teaching and learning methods and approaches so that they may actively engage in progress through the unit content. Learners should be actively involved in their learning, and should be encouraged to draw on material from any experiences to use in class and in their assignments. This should enable learners to develop case studies built on their own experiences as well as through working in groups to develop additional case studies, problem solving and interpersonal skills. This will contribute to the building of a portfolio of evidence throughout their teaching practice.

Teaching practice will provide opportunities to gather evidence for most aspects of this unit and individuals should be encouraged to share their experiences with other members of the group wherever possible to increase the range of teaching and learning experiences.

**Assessment**

The emphasis should be placed on the design of a Teaching Practice and Resources Assignment that develops skills and knowledge across the range of learning outcomes and assessment criteria. As the intention of this qualification is to make assessment opportunities varied, creative and suited to a range of different contexts, the diverse sources of evidence that make up the assignment and portfolio evidence could include the following:

- Learners self-assessment through the reflective elements of session planning, resource development and portfolio building producing action plans for further development whilst exploring underpinning theories of teaching and learning.

- Peer assessment, as in oral presentations, developing skills of feedback and communication learners must show an ability to receive and respond to feedback effectively.

- Tutor assessment of written evaluations of teaching practice, giving learners an opportunity to reflect and discuss practical skills. Action plans for improvement should be developed in response to this activity.

- Written assessments of aspects where not covered by teaching practice portfolio evidence. These should be used to provide the opportunity to integrate knowledge and theory related to the teaching and learning and should reflect the level of the qualification.

- Tutor observation of learner performance, eg oral presentations, micro teach, teaching practice. Learners will be expected to participate in feedback and discussion around their demonstrated teaching skills.

- Production of resources developed and used in a teaching situation. This might include PowerPoint presentations, overhead transparencies, subject specific items, handouts, etc. The learner must be able to justify the choice of materials and evaluate the effectiveness in practice, with the aid of association with underpinning theory.

- Teaching practice portfolio for naturally occurring evidence from professional practice. Material in this portfolio must correspond with the assessment criteria. This evidence will be varied and include both written and practical samples for assessment.

Assessment should focus principally on the application skills, knowledge and understanding within existing professional practice. Learning activities should be based on appropriate, realistic and practical situations. These should reflect a range of professional practice and assessment strategies and should be a natural extension of this approach.

Suggested assessments may include supporting evidence from:

- written assignment work

- observed teaching practice, including observation reports and/or witness statements

- awarding body specifications

- session plans/schemes of work

- resources prepared for teaching and learning

- specific materials relating to key/basic/essential skills/core curriculum

- organisation policies and documentation

- policies/procedures to address issues of disability, inclusion, differentiation.

It is recommended that teachers encourage learners to observe others in a classroom/delivery situation at every opportunity in order to help the development of professional standards from a range of contexts.

**Learners need constructive feedback throughout emphasising the importance of how to improve in managing the learning process, capitalising on personal strengths alongside those of learners, with clear and constructive comments about weaknesses and how these might be addressed.**

**Sample integrated assessment activity**

- Organise to observe a colleague's teaching and use **ONE of the key learning theories** as the basis of your observation. *(Assessment criteria 2.2.4 and 2.4.2)*

- Identify the way(s) in which the approach to teaching can be matched to the chosen theory and any way you feel this could suit your own teaching and learners. *(Assessment criterion 2.2.3)*

- Use a video of one of your own sessions to examine the impact of a different, **SECOND key learning theory** in order to reflect on the way(s) in which an understanding of learning theories can influence on your own approach to teaching and the learning of your learners. *(Assessment criteria 2.2.2, 2.2.5 and 2.3.4)*

- Making use of practical teaching activities compare an approach you could use to engage and motivate an individual learner with the approach you would choose to encourage peer working through a group activity. *(Assessment criteria 2.2.1 and 2.5.1)*

**Building a practical teaching portfolio**

This should include:

- group profile

- grid to demonstrate learning styles of the group and specific needs for differentiation

- scheme of work/programme appropriate to the teaching/learning context

- session plans in an approved format, including aims/objectives, to demonstrate differentiation

- evaluation of selected session plans

- minimum of observations of teaching practice a minimum of one to be from a subject specialist familiar with the subject knowledge and skills, and/or the nature of the learning group.

**Links to Professional Standards**

New Professional Standards in Initial Teacher/Tutor/Trainer Education Standards — available from LLUK, at the following web address: www.lluk.org.uk.

**Essential resources**

Learners will need access to computers and the internet for research and use of support materials, and to appropriate facilities and resources for conducting micro-teaching.

**Indicative reading for learners**

Armitage A — *Teaching and Training in Post — Compulsory Education* (Open University Press, 2003)

Awarding body documents on internal verification and ensuring standards

Marshall B — *Preparing to Teach in the Learning and Skills Sector* BTEC textbook/CD ROM (Pearson, 2006) (issued registration with Edexcel)

Minton D — *Teaching Skills in Further and Adult Education* (Thomson Learning, 2000)

Petty G — *Teaching Today: A Practical Guide* (Nelson Thornes, 2005)

Reece I and Walker S — *Teaching, Training and Learning* (Business Education, 2000)

Rogers J — *Adult Learning* (Open University Press, 2001)

Walklin L — *Teaching and Learning in Further and Higher Education* (Nelson Thornes, 2001)

**Appropriate websites**

**Basic Skills Agency**
The Basic Skills Agency is the national development organisation for literacy and numeracy in England and Wales.

www.basic-skills.co.uk

**Becta**
Becta (British Educational Communications and Technology Agency) is a UK agency which supports all four UK education departments in their strategic ICT developments.

www.becta.org.uk

**Curriculum Online**
Curriculum Online is the Department for Education and Skills' Portal which gives direct access to the widest range of free and priced digital materials for teaching and learning.

www.curriculumonline.gov.uk

**DIUS**
Department for Innovation, Universities and Skills.

www.dius.gov.uk

**LSC**
The Learning and Skills Council (Government body)

www.lsc.gov.uk

**LLUK**
Lifelong Learning (the Sector Skills Council for Teaching and Learning). SVUK developed the new QTLS Professional Standards, which are available on the website.

www.lluk.org.uk

# Mandatory unit: Principles and Practice of Assessment

| | |
|---|---|
| **QCF Level:** | **4** |
| **Credit value:** | **3** |

## Unit abstract

The intention of this unit is for individuals to gain an understanding of the purpose and nature of different assessment strategies. It is important that teachers and teaching teams are effective in using an appropriate range of assessment methods to provide accurate information about learners' achievement.

Appreciating the strengths and weaknesses of different assessment strategies is an opportunity to actively review the approaches to assessment at the start, during and at the end of courses. This helps to encourage a more responsive approach from learners. By exploring the issues of assessment and feedback, assessment can be used to engage learners and increase the amount of responsibility they have for their own learning. It is also important to appreciate the range of assessment tools available, including e-assessment.

Teachers and teaching teams need to be able to use assessment information for a variety of purposes. The evaluation process in any teaching and learning relies on the availability of valid, reliable and current data relating to achievement and retention. It is therefore necessary to appreciate the increased responsibility placed on all teachers to collect, collate and use effectively the range of data available to them. The overlap between evaluation and assessment should also be explored through an examination of the concept of 'value-added', target setting and benchmarking.

## 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.

## Unit content

1 **Understand key concepts and principles of assessment**

*Concepts*: diagnostic, formative, summative, cultural and linguistic bias in assessment instruments, demotivation, gender issues, improve and sustain performance, benchmark performance, use as a measure of success, performance tables, accountability, socio-economic and cultural functions

*Principles*: learning issues, compare learners, teachers and organisations, set standards/benchmarks, recognise competence and achievement, award qualifications, motivate learners, inform planning, select and control to enable progression, assess how far learning objectives have been met, evaluate own performance as a teacher, improving teaching, individual learning programmes, feedback

2 **Understand and use different types of assessment**

*Assessment types*: formative, summative, linear, modular, synoptic, accreditation of prior learning (APL), self, peer, online, continuous, online, end-of-programme, coursework, multi-choice, essay-style answers, short answer tests, short answer tests with justifications, open-book, projects including research activities, practical skills-based testing, experiments, observation

*Learners' needs*: improvement score, recognition of improvement, motivation, self-assessment, realistic target setting, action planning, learner achievement beyond national norms and scores, tutorial systems and development of key/basic skills, identifying support needs, guidance, individual study skills, learner ownership when monitoring, reviewing own progress, equality of opportunity and access process is coherent, addresses correct conditions/environment and sufficient/appropriate to resources

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

*Advantages and disadvantages*: validity, viability, reliability, manageability, costs and effectiveness, meeting national standards, access, addressing individual or group needs, flexibility, opportunities to support learners, use in motivating learners, encouraging learners in self assessment, learner ownership of assessment, rigorous

*Effectiveness in design*: coherent, realistic and relevant to encourage learning, assess the outcomes, confirm standards achieved, sufficiency, clear procedures, feedback on assessment outcomes, timescales, assessment procedures conforming to organisation and national requirements including awarding bodies, computer-based and online, marking schemes and grade descriptions, guidance to learners, reflect content of syllabus/training programme, track progress and skills/knowledge acquired, pre-seen materials, published materials

*Activities*: coursework, multi-choice, essay style answers, short answer tests, short answer tests with justifications, open book, projects including research activities, practical skills-based testing, experiments, demonstration observation, alternative assessment opportunities for learners with special assessment requirements

*Evidence*: valid, coherent, reliable, fair, accessible, realistic, relevant, cost effective, manageable, length, fit for purpose, robustness, timing, credibility and compatibility with learning programme and required learning outcomes, coherence, adhere to college and/or industry, awarding body and government requirements

*Peer assessment*: group guidelines, group dynamics, diversity, inclusion, access to assessment, collaborative activities, formal and informal opportunities for peer assessment, creating supportive environments in which peer assessment is encouraged, peer teaching opportunities, pairing learners to encourage safe peer assessment, creating appropriate conditions/environment and resources for peer assessment

*Self assessment*: creating a safe environment for, encourage learners to self-assess informally, creating opportunities for formalising self- assessment, providing learners with skills, building individual self-confidence, learner ownership of their own achievement records when monitoring and reviewing own progress, individual learning and assessment programmes based on outcomes of self-assessment

4    **Understand the role of feedback and questioning in the assessment of learning**

*Feedback*: clear, constructive on assessment outcomes, within agreed timescale, assessment information to appropriate stakeholders (eg parents, careers, colleagues, QCA, QAA, FE and HE, Learning and Skills Council, inspectorate, employers, awarding bodies, manager, line manager), negotiating with learners, interactive, appropriate environment and language, specific to assessment requirements, types, eg feedback 'sandwich' (praise-criticism-praise), identifying assessment outcomes as basis of improvement/target setting, measuring achievement in setting goals/action planning, use of feedback from range of appropriate sources, eg work-based assessor

*Questioning*: questioning skills, open and closed questions, negotiation, pacing, listening skills, interactive strategies, engaging learners, motivation, positivist approaches to questioning, recognising the value of others' contributions, checking understanding, targeted questioning, listening and responding to learners' ideas, alternative strategies for learners with specific, particular needs

*Opportunities for feedback*: initial assessment in selection of learning goals through negotiated feedback, feedback opportunities linked through practical activities, informal feedback to individuals and groups, encouraging learners' feedback, peer feedback, creating a safe environment through appropriate feedback, feedback in ongoing assessment, timing of feedback to encourage learner ownership and control over learning outcomes, verbal and written feedback to suit the occasion

*Questioning learning*: informal questioning as learning check, timing of questioning in teaching session, encouraging learners to question, creating formal opportunities for learners to question teacher and each other, recording outcomes of questioning, negotiating feedback with learners, encouraging learners to provide feedback on their own 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**

*Assessment requirements*: criterion and norm-referencing, roles of assessors, verifiers, moderators and examiners, marking and assessment criteria, competencies, interpretation of marking schemes, awarding body requirements, reflecting vocational standards, ILP/IEP profile/summative profile

*Programme*: requirements of learning programme, credible and compatible assessment opportunities for generating evidence for skills, knowledge and/or understanding, naturally occurring evidence, opportunities for basic skills, standards moderation, grading and awarding, assessor awards, national standards sampling in-house and external systems, sampling, internal and external verification systems

*Requirements*: coherent, valid, fair, reliable, realistic, relevant, assess specified outcomes that meet college/organisation and external requirements, equality of opportunity and access, coherent process, correct conditions/environment, sufficient and appropriate resources, awarding body requirements, assessment or performance criteria, mark scheme

*Conduct and record*: exam results, academic and/or vocational achievements, APL, progress, assessment outcomes to modify individual learning/assessment programmes as appropriate, performance table, external verifiers/moderators, awarding body and/or organisational procedures to record assessment results that are valid/reliable/compatible with the learning programme, conform to organisation's and national requirements, eg awarding bodies, resources, rigour in recording and tracking learners' achievements

*Assessment information*: identify ways in which teaching can be improved, to inform local, regional and national league tables, government and organisational statistics, to inform quality assurance and control systems

*Legitimate stakeholders*: learners, employers, inspection agencies, awarding bodies, subject team, to modify and amend learning programmes, schemes of work, timing and types of assessment, teaching and learning materials

6   **Understand how to evaluate the effectiveness of own practice**

*Evaluate*: procedures, coherence, validity, currency, reliability, authenticity, fit for purpose, promote equality of opportunity and address needs of all learners, conditions for assessment, resources, fairness, consistency, sufficiency, correct levels for particular types of learning, procedures used, eg mapping against syllabuses and standards, grades, marks, recording and monitoring achievement and progress, as part of a learner profile, record of achievement/progress file

*Changes modifications*: design and delivery of learning, programme and assessment schedules, long-term planning, amendments or changes to assessment activities (eg their timing and scheduling), resource requirements, producing results, challenging learners and their learning styles, motivating and targeting selected learners

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

| Learning outcomes | Assessment criteria<br><br>To achieve each outcome a learner must demonstrate the ability to: |
|---|---|
| 1 Understand key concepts and principles of assessment. | 1.1 Summarise the key concepts and principles of assessment. |
| 2 Understand and use different types of assessment. | 2.1 Discuss and demonstrate how different types of assessment can be used effectively to meet the individual needs of learners. |
| 3 Understand the strengths and limitations of a range of assessment methods, including, as appropriate, those which exploit new and emerging technologies. | 3.1 Evaluate a range of assessment methods with reference to the needs of particular learners and key concepts and principles of assessment<br><br>3.2 Use a range of assessment methods appropriately to ensure that learners produce assessment evidence that is valid, reliable, sufficient, authentic and current<br><br>3.3 Justify the use of peer and self-assessment to promote learner involvement and personal responsibility in the assessment of their learning. |
| 4 Understand the role of feedback and questioning in the assessment of learning. | 4.1 Analyse how feedback and questioning contributes to the assessment process<br><br>4.2 Use feedback and questioning effectively 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. | 5.1 Review the assessment requirements and related procedures of a particular learning programme<br><br>5.2 Conduct and record assessments which meet the requirements of the learning programme and the organisation including, where appropriate, the requirements of external bodies<br><br>5.3 Communicate relevant assessment information to those with a legitimate interest in learner achievement. |

| Learning outcomes | Assessment criteria |
| --- | --- |
| | **To achieve each outcome a learner must demonstrate the ability to:** |
| 6 Understand how to evaluate the effectiveness of own practice. | 6.1 Evaluate the effectiveness of own practice, taking account of the views of learners. |

**Note:** Further information on the Professional Standards can be found in *Annexe C*.

## Essential guidance for tutors

### Tutor guidance

It will be important for learners to relate their own achievements to the Professional Standards and to discuss issues raised both formally and informally.

Learners should be made aware (at all times) of the importance of their own professional practice and that naturally occurring evidence should always be used where available or appropriate.

There are opportunities to emphasise the importance of the knowledge and experience of peers and colleagues where shared experiences provide an opportunity to both share good practice and reflect on teaching and learning approaches. When dealing with peers and colleagues, any issues of confidentially should be considered at all times.

Learners should be encouraged to evaluate their own courses and assess relevant past and present practice, identifying areas of strength and need, and the qualities and transferable skills necessary for employment — as well as the need to be adaptable to changing circumstances. The learning achieved through the course should encourage individuals to explore aspects of their own teaching and become confident in adopting innovative approaches.

Learners should be encouraged to follow best classroom practice and understand available progression routes. This should be achieved through establishing a mentoring system to provide informal support and guidance for learners.

Learners should be engaged in identifying their own progress throughout their teacher training and be provided with the opportunity to record their professional development, along with possible routes for progression, with the aid of an individual learning plan.

### Delivery

Learners will need to examine a wide range of assessment tools in order to develop an understanding of the different purposes of assessment. They should be able to examine examples of assessment that may be beyond the requirements of learning programmes with which they are already familiar. Learners should be made aware of the widest range of assessment tools, including those that are for diagnostic, formative or summative purposes. They should examine the use of theoretical and practical assessment of knowledge and skills, and of different levels of achievement.

Learners will need to design and evaluate a range of assessment instruments and systems and examine and work from examples of 'value-added data'. There is wide scope for individual and group activity on the interpretation of data and for exploring with colleagues and senior staff within the organisation to discover how the results of the data are used in the planning and management of the delivery of learning.

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

Learners should be encouraged to focus on the use of assessment materials that stimulate and encourage further learning and to use assessment tools to help evaluate their own performance as a teacher, identifying opportunities for improvement. It is especially important to recognise the role of assessment in enabling individual learners to feel greater ownership of their own learning in a way that provides appropriate support and guidance in accordance with the requirements of the assessment process.

It is important to emphasise links with the current professional standards and to discuss the issues raised by the unit content both formally and informally. Learners should be provided with opportunities to demonstrate their understanding of both organisational and external requirements, with special reference to the need to maintain standards of quality that will meet the requirements of external moderation, examination and verification and the way to address the needs of those learners unable to access the usual assessment strategy.

**Assessment**

Teaching practice will generate a range of evidence that can be used to address the assessment criteria for this unit effectively and this should be viewed in conjunction with the other mandatory units as an opportunity for a holistic assessment strategy. At this level learners should show creativity and originality in the ways in which they present the evidence to support successful completion of the unit.

Evidence for this unit can be:

- summaries of key documentation

- report including examples of assessment instruments and procedures devised, developed and used with learners relevant to a specific programme. At least two different methods should be included to show how they can be fairly and reliably used in order to produce valid results

- justification and evaluation of selected assessment tools to suit specific learners/contexts

- identification of approaches to make assessment accessible for learners with specific needs within a specific subject area

- records of formal/informal assessment according to organisation and/or awarding body requirements to demonstrate how these can be used to inform changes and/or modifications to a selected curriculum/training area

- evidence of the use of assessment records to inform/develop practice individually and through negotiation within the teaching team.

**Sample integrated assessment activity**

- Provide an analysis and evaluation of the range of different types of assessment appropriate to your teaching and learners — to include a consideration of formative and summative; continuous versus terminal; formal and informal; criterion versus norm referencing. (*This should provide a theoretical framework with reference to appropriate reading.*) (*Assessment criterion 3.1*)

- Draw on your own practice to analyse the impact of the assessment process on your own learners in particular how questioning and feedback can contribute to learning, classroom management, learning and your own teaching. *(Assessment criteria 3.3.2, 4.1* and *4.2)*

- Include examples of three different assessment instruments (activities), including at least one which involves self or peer assessment, and for each examine the strengths and weaknesses (SWOT analysis may be useful) and suggest modifications as appropriate. *(Assessment criteria 3.1* and *3.3)*

- Describe the system(s) of moderation, standardisation or verification used detailing their advantages and disadvantages, referring to your own awarding body where appropriate. Evaluate their impact on both the learner and the teacher and comment on which you feel is most effective, particularly in relation to your own teaching practice. *(Assessment criteria 5.1, 5.2, 5.3* and *6.1)*

**Links to Professional Standards**

New Professional Standards in Initial Teacher/Tutor/Trainer Education Standards — available from LLUK, at the following web address: www.lluk.org.uk.

**Essential resources**

Learners will be supported by access to a wide range of assessment materials, using different methods and designed for different purposes. Access to the A Level Information System (ALIS) (and other value-added systems and guidelines) is necessary at this level to provide an overview of the range of strategies and how the information can be used. Opportunities for discussion with more experienced colleagues will provide an essential source of support and guidance.

Access to academic and professional literature will support the ability to evaluate the strengths and weaknesses of different assessment strategies and the development of approaches that are fit for purpose for particular subject areas and different learners' needs.

Normal photocopying facilities and other reprographic arrangements need to be available together with ICT access and presentational equipment (preferably including video and PowerPoint). Adequate assessment venues must be pre-planned and the various activities envisaged allowing for individual and group study, library access, discussions and presentations.

**Indicative reading for learners**

Awarding body documents on internal verification and ensuring standards.

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

Gibbs G and Habshaw T — *53 Interesting ways to Assess your Learners* (Technical and Educational Services, year)

Henebury C — Assessm*ent of Prior Learning and Learner Services* (Further Education Unit, 1990)

Marshall B — *Preparing to Teach in the Learning and Skills Sector* BTEC textbook/CD ROM (Pearson, 2006) (issued on registration with Edexcel)

Morgan C and O'Reilly M — *Assessing Open and Distance Learners* (Kogan Page, 1999)

Murphy P — *Learners, Learning and Assessment* (Chapman Publishing, 1998)

Wolf A — *Assessment Issues and Problems in a Criterion-based System* (FEDA/Institute of Education, 1993)

Wolf A — *Competence-Based Assessment* (Open University Press, 1995)

**Appropriate journal**

Times Educational Supplement *FE Focus*

**Appropriate websites**

**Basic Skills Agency**
The Basic Skills Agency is the national development organisation for literacy and numeracy in England and Wales.
www.basic-skills.co.uk

**Becta**
Becta (British Educational Communications and Technology Agency) is a UK agency which supports all four UK education departments in their strategic ICT developments.
www.becta.org.uk

**Curriculum Online**
Curriculum Online is the Department for Education and Skills' Portal which gives direct access to the widest range of free and priced digital materials for teaching and learning.
www.curriculumonline.gov.uk

**DIUS**
Department for Innovation, Universities and Skills.
www.dius.gov.uk

**LSC**
The Learning and Skills Council (Government body)
www.lsc.gov.uk

**LLUK**
Lifelong Learning (the Sector Skills Council for Teaching and Learning). SVUK developed the new QTLS Professional Standards, which are available on the website.
www.lluk.org.uk

# Option
# units

# Option unit: Equality and Diversity

**QCF Level:** 3

**Credit value:** 6

## Unit abstract

This unit provides an opportunity to explore issues relating to equality and diversity, and how these can impact on learners in the lifelong learning sector. By recognising how teachers deal with a range of issues such as ethnicity, racism, sexism, impairment, age and disability, it is possible to appreciate how others may also perceive and respond to these issues. It also provides an opportunity to examine some of the current legislation that influences how to, deal with equality and diversity as well as identifying strategies for responding effectively and appropriately to incidents of discrimination.

Through this it is possible to explore the impact of equality and diversity on individual learner's ability to access to the curriculum as well as ways to celebrate diversity, value individuals and support learners to enhance their potential to contribute to society and the workforce. By ensuring a grasp of basic concepts along with legislation relating to equality of opportunity in post compulsory education it is possible to better appreciate the issues from the learners' perspective.

Critical to understanding equality and diversity is an awareness of the importance of the learners' own behaviours and communication skills, as well as those of others, and how this impacts on the organisation. This unit also provides an opportunity to review aspects of working with others when aiming to provide equality of opportunity.

The aim should be to support the concept of linguistic and cultural diversity in the teaching and learning through the selection of approaches that encourage differentiation and inclusion. Strategies for this should aim to demonstrate the importance of inclusiveness in dealing with issues arising out of equality and diversity in order to support learners in achieving.

## Learning outcomes

**On completion of this unit a learner should:**

1 understand the key features of a culture which promotes equality and values diversity

2 understand the importance of the promotion of equality and valuing of diversity for effective work in the sector

3 understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity

4 understand how to actively help others in the promotion of equality and valuing of diversity

5 understand how to review own contribution to promoting equality and valuing diversity.

## Unit content

1 **Understand the key features of a culture which promotes equality and values diversity**

*Diversity and equality*: definition of equality and diversity; impact on types of learners and learning styles/needs; diversity in race, culture, religion, language, gender, age; language acquisition; recognising differences in perspectives and perceptions; equality of opportunity; inclusive approaches; promoting social integration

Inequality: explore concept and impact both social and financial; racial, ethnic and religious; disabilities — physical handicaps; deaf/visual awareness; mental health/special or specific educational needs (SEN)

*Discrimination*: overt and covert discrimination; forms of, ie exclusion, bullying, social, language; implications, eg restricting access; negative attitudes in individuals and groups

*Legislation*: range explained and awareness raised eg: SENCO, DDA4, deaf awareness, visual awareness, equality of opportunity — implications for organisational policies and procedures, eg internal policies and procedure documents and impact of these

2 **Understand the importance of the promotion of equality and valuing of diversity for effective work in the sector**

*Promoting equality and risk of harm*: promotion within organisations through policies and procedures; considering systems which confront discrimination; investment in specialised provision; education through tutorial/mentoring system; specific educational needs (SEN) provision; through initial assessment for identifying need learner needs

*Valuing individuals*: eg by negotiating group guidelines; through group working; peer support activities; recognising individual roles within group functioning and dynamics, giving responsibilities; working with groups to encourage sharing of cultural, ethnic, social, personal values; identifying, developing and valuing diversity

*Providing information*: ensure information that is current, accurate, relevant and appropriate to learners needs; sensitivity to cultural difference; ownership and negotiation of information; dissemination of information translated to recognise and meet learners' needs; appropriate form — visual, audible, impact, fit for purpose

3 **Understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity**

*Communication and behaviour*: appropriate type, language, tone, level, pace; use variety to enable access; relevance to learners' experiences and background; being inclusive; translating as appropriate to learners language skills; appropriate level; codes of conduct; respect contributions of others; value different perspectives and perceptions; encourage others to value different perspectives and perceptions

*Impact on individuals/culture*: define organizational culture; review/contribute to induction strategies; identify role in organisation culture; reflective practice with regard to equality and diversity, being inclusive, challenging discrimination; feedback; recognising own attitudes towards others; design of resources; designing/using appropriate assessment strategies

*Impact on organisation*: adopt equality and diversity in own teaching; working with others to promote inclusion; use continuing professional development to develop own skills, eg deaf/visual awareness; encouraging learners, colleagues, managers to promote equality and diversity; promoting equality and diversity in the classroom, the organisation, sharing good practice; contributing to INSET

*Working with other agencies*: contact with employers as appropriate; liaising with relevant national organisations; referral of learners as appropriate; working alongside agencies to provide unified approach for supporting learners; working as directed by other agencies to support learners (as in circumstances where it is necessary to limit the number of people working with learners); responsibilities and boundaries; dissemination of information; using information to influence and change practice

4 **Understand how to actively help others in the promotion of equality and valuing of diversity**

*Undermining equality and diversity*: active discrimination; range of actions which undermine equality and diversity, eg bullying, intimidation, harassment; under performance; ignorance

*Strategies*: disciplinary procedures; sharing experiences; team building; delegating, giving learners responsibility for own and other's actions; celebrating successes; encouraging self and peer assessment; CPD

*Dealing with systems*: using feedback systems to challenge discrimination; awareness of and dissemination of relevant organisational policies and procedures; engaging learners' by encouraging own rules/guidelines; sharing information with others; encouraging team working with colleagues for consistency of approach; learner forum; dissemination upwards within organisation; sharing good practice; referring to external bodies for specific input

5 **Understand how to review own contribution to promoting equality and valuing diversity**

*Own strengths/development needs*: SWOT analysis in relation to equality and diversity issues; self-evaluation through reflection; inviting evaluation from learners — formal and informal; 360 feedback; skills audit specific to equality and diversity; change by attending, eg CPD, visits, good practice groups, work shadowing, working alongside a professional body/specialist; quality assurance/ self-assessment review or report; observations and evaluation of own practice; incorporating specific aspects of equality and diversity to planning of teaching and learning; differentiation of resource design and use

*Support*: list agencies accessible to support learners; accessing/negotiating support for learners; use of speakers/other professionals/colleagues/learners in promoting equality and diversity; involving particular groups, eg deaf community in awareness raising; sharing good practice; peer observations in sharing good practice in differentiation in the classroom; staff development; advanced practitioners; learner support; specialist knowledge and expertise, eg specific learning difficulties such as autism, dyslexia

## Assessment criteria

| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>To achieve each outcome a learner must demonstrate the ability to: |
|---|---|
| 1 Understand the key features of a culture which promotes equality and values diversity. | 1.1 Explain the meaning and benefits of diversity and the promotion of equality<br><br>1.2 Explain forms of inequality and discrimination and their impact on individuals, communities and society<br><br>1.3 Identify and outline the relevant legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity. |
| 2 Understand the importance of the promotion of equality and valuing of diversity for effective work in the sector. | 2.1 Explain how the promotion of equality and diversity can protect people from risk of harm<br><br>2.2 Explain action taken to value individuals and its impact<br><br>2.3 Explain good practice in providing individuals with information. |
| 3 Understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity. | 3.1 Explain and demonstrate ways of communication and behaviour which support equality and diversity<br><br>3.2 Explain impact of own behaviour on individuals and their experience of the organisation's culture and approach<br><br>3.3 Explain how own behaviour can impact on own organisation's culture<br><br>3.4 Explain how working with other agencies can promote diversity. |
| 4 Understand how to actively help others in the promotion of equality and valuing of diversity. | 4.1 Describe actions by individuals which can undermine equality and diversity and review strategies for dealing with these effectively<br><br>4.2 Explain strategies for dealing with systems and structures which do not promote equality and diversity. |

| Learning outcomes<br><br>The learner will | Assessment criteria<br><br>To achieve each outcome a learner must demonstrate the ability to: |
|---|---|
| 5 Understand how to review own contribution to promoting equality and valuing diversity. | 5.1 Identify own strengths and areas for development in promoting equality and valuing diversity, using reflection and feedback from individuals<br><br>5.2 Identify and use appropriate sources for support in promoting equality and valuing diversity, explaining why this is necessary. |

## Essential guidance for tutors

### Delivery

In relation to equality and diversity it is especially important to adopt delivery approach for this unit which is itself inclusive. Learners need to be given the opportunity to explore different types of exclusion and discrimination from both their own perspective and that of those who experience it on a daily basis. It is recommended that centres use a wide range of teaching and learning methods in order that learners achieve all the learning outcomes in the unit, as well as exposing them to a variety of situations to increase their awareness of the difficulties faced by some in achieving their potential.

Delivery of this unit should include opportunities for exploring issues through the use of visiting specialists or speakers, presentations, case studies, role plays, analysis of video recordings, visits to other centres, support workshops and learning or ICT centres to provide underpinning knowledge. Learners should be encouraged to develop and apply their own understanding of the issues faced by others in accessing learning through exploring the issues arising out of equality and diversity.

In order to both develop personal understanding and skills and provide opportunities for reflective practice, learners should observe colleagues, other professionals and their own peers delivering a variety of sessions to different types of learners and in different contexts — addressing issues of equality and diversity through inclusive practice and differentiation in approach and resource design. They should be encouraged to watch video recordings of themselves and others so that they can assess the effectiveness of a variety of approaches used to address equality and diversity. They should discuss aspects of discrimination and challenging behaviour with the own learners, peers, colleagues and within the group.

The teaching/learning methods used should draw on material from the learner's personal and professional experience wherever possible. This will help learners to develop the reflective practices and recognise the transferability of skills and knowledge necessary in a changing and dynamic environment. This should be used to encourage individuals to perceive issues from the perspective of those who experience difficulties relating to equality and diversity at first hand. It should also be used to encourage a willingness to adapt and adopt different approaches that increase the flexibility of teaching and learning techniques in order to be able to respond to a variety of learners needs, identified through exploring the issues arising out of equality and diversity.

It is especially important for learners to appreciate their own role within the organisation and the way they are able to contribute to organisational strategies, polices and procedures in promoting equality and diversity. Identifying and sharing good practice is essential to give learners the breadth of experience that can contribute to the value placed on those of different backgrounds in order to enhance the richness of the tapestry of individuals entering or developing the workforce and inform practice that can be disseminated within the organisation, such as through contributing to in-service training.

**Assessment**

It is important that the assessment of this unit reflects the nature of the learning outcomes and assessment criteria in a way that encourages individuals to reflect on their own perspectives and perceptions of the factors that impact on the achievements of their own. To reflect the need for equality and diversity it is important to make assessment opportunities varied, creative and suited to a range of different contexts.

The emphasis should be on providing evidence that can be used in designing teaching sessions and resources/materials that meet the range of learners' needs in a way that clearly reflects equality and diversity. Assignment evidence should reflect the different types of opportunities for promoting diversity and equality of opportunity and could include:

- learner self-assessment through the reflective elements of session planning and resource development in addressing the needs for differentiation

- support strategies provided for equality and diversity

- evaluation of equality and diversity provision

- environmental risk assessment to measure accessibility for range of learners

- induction programme/ice breakers to celebrate diversity and value others from different backgrounds

- peer assessment, as in oral presentations, developing skills of feedback and communication. Learners must show an ability to receive and respond to feedback effectively

- tutorial/mentoring programme aimed at raising awareness of disabilities and discrimination

- production of differentiated resources developed and used in a teaching situation. This might include PowerPoint presentations, overhead transparencies, subject specific items, handouts, etc. The learner must be able to justify the choice of materials and evaluate their effectiveness in addressing particular needs

- review of organisational policies/procedures to address issues of disability, inclusion, differentiation

- referral and/or appeals procedures.

Assessment should focus principally on the application of skills, knowledge and understanding within existing professional practice at Level 3. Learning activities should be based on appropriate, realistic and practical situations. These should reflect a range of professional practice and assessment strategies and should be a natural extension of this approach.

Learners need constructive feedback throughout emphasising the importance of how to improve in managing the learning process, capitalising on personal strengths with clear and constructive comments about weaknesses and how these might be addressed.

**Sample integrated assessment activity**

- Identify **TWO** learners who have different experiences relating to equality and diversity and justify your choice. *(Assessment criteria 1.2* and *4.1)*

  For each examine the appropriate, current legislation which could lead to a better understanding of their different situations. *(Assessment criterion 1.3)*

- For **ONE** of these learners explain the approach you have taken to promote equality and diversity and encourage effective communications *(Assessment criterion 3.1)* when imparting information. *(Assessment criterion 2.3)*

  Examine the way this allows the individual to feel more valued and less at risk *(Assessment criteria 2.1* and *2.2)*. The approach with the learner may be taken either with them individually or as a member of a group.

- Review the impact of your own behaviour in dealing with the identified learner (Assessment criterion 3.2) and the importance of working in order to provide the appropriate support through involving other agencies. *(Assessment criterion 3.4)*

  Use this experience to reflect on your own strengths in promoting equality and diversity and on areas you feel need development. *(Assessment criterion 5.1)*

**Links to Professional Standards**

New Professional Standards in Initial Teacher/Tutor/Trainer Education Standards — available from LLUK, at the following web address: www.lluk.org.uk.

**Essential resources**

Learners need access to organisational policies and procedures relating to equality and diversity along with information relating to the organisation's approach to quality assurance that reflects the necessary approach to equal opportunities and anti-discriminatory procedures. Opportunities for discussion with more experienced colleagues will provide an essential source of support and guidance.

Access to academic and professional literature will support evaluation of the strengths and weaknesses of different assessment strategies and the development of approaches that are fit for purpose for particular subject areas and different learners' needs.

Normal photocopying facilities and other reprographic arrangements need to be available together with ICT access and presentational equipment (preferably including video and PowerPoint). Adequate assessment venues must be pre-planned and the various activities envisaged allowing for individual and group study, library access, discussions and presentations.

**Indicative reading for learners**

**Books**

Amin K et al — *Black and Ethnic Minority Young People and Educational Disadvantage* (Runnymede Trust, 1997)

Dadzie S — *Older and wiser: a Study of Educational Provision for Black and Ethnic Minority* (NIACE, 1993)

Foster P et al — *Constructing Educational Inequality: An Assessment of Research on School Processes* (Falmer Press, 1996)

Gill D, Major B and Blair M (editors) — *Racism and Education: Structures and Strategies* (Sage, London, 1992)

Gillborn D — '*Race', Ethnicity and Education: Teaching and Learning in Multi-Ethnic Schools* (Unwin Hyman/Routledge, London, 1990)

**Journals**

Bourdieu P — The School as conservative force scholastic and cultural inequalities, in: Eggleston J (editor) — *Contemporary Research in the Sociology of Education,* pp 32-45 (London, and Methuen, 1974)

Harris S — 'Entitled to what? Control and autonomy in school: a learner perspective' *International Studies in Sociology of Education*, 4 (1): 57-76 (1994)

**Other materials**

DTI — *Equality and diversity the way ahead* (London: 2002) www.dti.gov.uk/er/equality

Gillborn D and Gipps C — *Recent Research on the Achievement of Ethnic Minority Pupils* (Office for Standards in Education HMSO, 1996)

Gillborn D and Mirza H S — *Educational Inequality: Mapping Race, Class and Gender — A synthesis of research evidence* (London: Ofsted, 2002)

Murray C — *The Underclass: The Crisis Deepens* (London Institute of Economic Affairs, 1994)

Soulsby J — *Learning to grow older and bolder* — Policy paper on learning in later life (NIACE Leicester, 1999)

Wooldbridge E — *Diversity and day to day realities* (www.diversity-works.gov.uk, 2001)

# Option unit: Preparing for the Coaching Role

**Unit Level:** 3

**Credit value:** 3

## Unit abstract

This unit focuses on developing an understanding of the roles and responsibilities required of the teacher, trainer or tutor involved in the coaching role. It explores the need to establish individual coaching needs and the key techniques used to maintain an effective coaching relationship, establishing the means to review learner progress as well as your own practice.

The option unit also addresses the need to understand the boundaries of the coaching role and the qualities, skills and resources required to fulfil the coaching role in supporting the learning process, taking account of different learning styles. Most important is the need to build an appropriate relationship and rapport that helps to create an environment in which learners are encouraged to explore their own issues and negotiate targets that help them to achieve the appropriate goals.

The unit highlights the importance of using  appropriate opportunities to review progress through appropriate feedback, using target setting and action planning in a way that helps them move towards achieving their goals. This provides an opportunity to link to key skills — improving own learning and performance.

As with all the units in this qualification there is the opportunity to reflect on own practice and identify opportunities to develop skills with the aid of feedback from learners, peers and other appropriate sources, and to use this understanding to inform practice.

## Learning outcomes

**On completion of this unit a learner should:**

1   understand own role and responsibilities in relation to coaching

2   understand ways to identify individual coaching needs

3   understand key techniques to establish and maintain an effective coaching relationship

4   understand how to review progress

5   understand how to evaluate the effectiveness of own practice.

## Unit content

1 **Understand own role and responsibilities in relation to coaching**

*Roles and responsibilities of the coach*: the role of the coach, how the coach provides an appropriate level and type of support, guidance or direction to meet identified individual's needs; awareness of the responsibilities to the learner and the organisation; responsibility towards the individual in order to support, encourage and challenge; need to recognise the personal and professional limits of responsibility where issues are inappropriate to the coaching context or need to be referred to specialist support

*Qualities and skills required in a coach*: understanding of the skills required in dealing with a range of learners in an appropriate manner; demonstrating an awareness of needs and the issues impacting on the individual learner; personal and professional qualities of an effective coach, eg sensitive, non-judgmental, timely and empathic manner; appreciation of own limitations and when to refer where appropriate

*Resources/materials required for coaching*: access to appropriate range of documentation to help measure or clarify learners' needs, eg learning styles questionnaires, basic/key skills questionnaires, study skills questionnaires, dyslexia tests, team working/roles test etc; use of video or audio tape facilities for recording coaching meeting where appropriate, eg role-playing

2 **Understand ways to identify individual coaching needs**

*Individual learning needs*: understanding the importance of appreciating individual learning needs, eg through creating a positive environment in which the learner feels secure enough to identify the a range of issues (including personal issues) that have the potential to influence their achievement; exploring academic issues that impact on the ability to learn, eg time management, study skills, basic/functional skills, specific/special learning needs, eg dyslexia, autism, ADD/HADD (Attention Deficit Disorder/Hyperactivity Attention Deficit Disorder)

*Individual learning styles*: recognising and supporting a range of learning styles in order to engage with the learner through coaching, eg preferences for visual, auditory and kinaesthetic, cognitive, attitudinal, psychomotor, multiple Intelligences, activist, reflector, theorist pragmatist, motivation and experiential learning, group and individual learning; sensory preferences, tangible/abstract, sequential/random; enabling learners to recognise their own preferred learning style as a part of empowering the individual; encouraging learners through building on their strengths and increasing their skills in areas of identified weakness, eg SWOT analysis (strengths, weaknesses, opportunities, threats)

3 **Understand key techniques to establish and maintain an effective coaching relationship**

*Coaching styles*: eg proactive — putting in place a series of strategies that anticipate the learners' needs, such as study skills, assignment writing or practical skills sessions, or reactive — responding to learners' coaching needs as/when they arise; the active listening approach to coaching — allowing learners to explore their own issues in order to work to finding their own solutions; the experienced practitioner — providing guidance based on the coach's own skills, knowledge and experience; the negotiator — negotiating with learner and others to use a range of skills and experience to enable to learner to achieve their potential

*Codes of conduct, ground rules and confidentiality*: organisational policies and procedures; an awareness of appropriate codes of conduct in establishing a coaching relationship; establishing and negotiating ground rules that underpin the coaching relationship; instilling and developing appropriate core values and positive attitudes in learners; recognising the need for confidentiality; assessing the limits of confidentiality in educational settings; recognising issues arising out of potential conflicts in interest or confidentiality; establishing an appropriate intervention strategy which reduces the possibility of conflicts in confidentiality

*Clarifying goals and exploring options*: discussing ideas with learners to allow them the opportunity to explore their own experiences and issues; listening and responding to learners'; establishing and maintaining effective relationships using effective communication to promote learners' participation; establishing the importance of negotiation skills in exploring options; awareness of own body language and its meaning in a number of cultural contexts; understanding the need for target setting and action planning

*Barriers to learning*: recognising the potential barrier to learning based on communication issues, eg body language, language, pacing, active listening, 'pause and pounce'; understanding the need to address individual learner's abilities and limitations in communication skills; recognising issues leading to disengagement, disempowerment or lack of motivation; understanding external factors or demotivators creating barriers to individual achievement of goals

*Building rapport*: appreciating the need to establish an open and non-judgmental approach to coaching; negotiating the shared purpose and desired outcomes for the relationship; learners are encouraged to share information or evidence of learning achievement; recognising the learner's point of view in a coaching relationship; developing empathy in building rapport; appreciating the importance of rapport in building a relationship

*Creating an environment*: negotiating an appropriate physical environment for coaching session; providing a physical environment that ensures the learner feels secure; ensuring discussions take place free from interruptions; establishing strategies for building a positive climate to encourage an appropriate relationship; the physical environment, including furniture is arranged to support a private discussion and a shared interest in the learners' progress without encroaching on personal space

4   **Understand how to review progress**

*Review progress and identify actions*: ensure learners and coaches have a clear and shared understanding of the purpose of one-to-one meetings; appreciating the impact on the individual learner's progress and achievement of goals, eg bullying, depression, financial difficulties, harassment, stress, drug and alcohol abuse in order to address these to help achievement; provide appropriate opportunities to review and monitor progress with individual learners; recognise the need for target setting using appropriate timescales for meeting goals, eg bite-size chunks for targets, long-term and short-term targets appropriate to individual needs and abilities

*Good feedback*: eg feedback that is positive and serves to identify clear targets; use of SMART targets and action points specific and appropriate to individual needs — specific, measurable, achievable, realistic and time constrained (or transferable); using negotiation in ensuring learners understand that the achievement of SMART targets will take them nearer to achieving their goal; effective in engaging people in a process of change; ensuring feedback is fit for purpose, eg clear, constructive on outcomes, meets timescale, appropriate; negotiating feedback with learners using appropriate language, specific to individual need; using feedback in target setting, encouraging learners to reflect and feed back on their own progress, appreciating the importance of peer feedback, understanding principles of targeting strategies in feedback, eg improvement score, and empowering learners, eg self-assessment, realistic target setting, medal-and-mission, action planning

*Opportunities in the organisation to use learning*: formal and informal opportunities for individuals to use the outcome of coaching, eg sharing of outcomes with interested parties, reporting process, discussion or networking groups to allow for the sharing of good practice, additional study skills or assignment writing sessions, liaising with learning support provision; flexible or blended learning opportunities to meet individual learning needs; extended learning activities; design and development of inclusive learning materials and addressing issues of differentiation in the design of programmes and resources

5   **Understand how to evaluate the effectiveness of own practice**

*Evaluate own role*: recognising the importance of using learner evaluations and a range of sources to evaluate own practice, eg manager appraisal; review own approaches, strengths and development needs in relation to coaching, eg SWOT analysis (strengths, weaknesses, opportunities, threats); establishing personal barriers to the coaching, eg communications skills (verbal and non-verbal), negotiation skills; development opportunities to improve own practice in relation to working with learners in a coaching; opportunities to share good practice with colleagues, eg through INSET

## Assessment criteria

| Outcomes<br><br>The learner will: | Assessment criteria<br><br>To achieve each outcome a learner must demonstrate the ability to: |
|---|---|
| 1 Understand own role and responsibilities in relation to coaching. | 1.1 Identify and describe the role and responsibilities of the coach, indicating the boundaries of the role<br><br>1.2 Identify and explain the qualities and skills required in a coach<br><br>1.3 Identify and describe resources and/or materials required for coaching. |
| 2 Understand ways to identify individual coaching needs. | 2.1 Identify and describe individual learning needs that can be met through coaching<br><br>2.2 Identify and describe individual learning styles that need to be considered when coaching. |
| 3 Understand key techniques to establish and maintain an effective coaching relationship. | 3.1 Identify and explain styles of coaching to meet learner needs<br><br>3.2 Explain the importance of and demonstrate a code of conduct, ground rules and confidentiality in a coaching relationship<br><br>3.3 Explain and demonstrate ways of assisting coaches to clarify their goals and explore options to facilitate their achievement<br><br>3.4 Explain and demonstrate how potential barriers to learning may be identified and overcome<br><br>3.5 Describe and demonstrate ways of building rapport with individuals in coaching sessions<br><br>3.6 Describe and demonstrate ways of creating an environment in which effective coaching can take place. |
| 4 Understand how to review progress. | 4.1 Describe how to review the coachee's progress, identifying action required<br><br>4.2 Explain and use good practice in providing feedback to learners on their progress<br><br>4.3 Identify opportunities in the organisation to use learning received through coaching. |

## Essential guidance for tutors

### Delivery

As with all option units the opportunities available for independent or blended learning help to ensure that each learner is able to relate the learning outcomes to their own, specific experiences and specialist area. It is important to establish the importance in the selection of approaches to coaching to suit particular types of learners' needs and specific organisations or contexts. The documentation current to the range of learning environments and different organisations needs to be used. As it is important for individuals to be able to collect their own evidence and relate it to the unit assessment criteria this reinforces the value of the independent, directed study approach.

This unit has been designed to enable learners to develop knowledge and understanding of coaching and coaching techniques that can be used to improve the individual learning experiences. It should be used to encourage individuals to take responsibility for developing their own knowledge, skills and understanding of individual learners' needs through exploring the underlying principles that they can then apply to their own practical situations. The unit allows for the use of specialist approaches to coaching to demonstrate how these reflect the particular needs of learners and the learning environment or organisation in which they operate.

If it is decided that taught elements are more suited to the skills, experience and expertise of learners then they should be encouraged to work individually, in pairs and in groups in order to have the opportunity to explore and compare ideas, share experiences, knowledge and understanding,  network and assist in personal and professional development. As most of the unit requires specific context-related evidence it is suited to individual study, although tutor input can be used to establish the basic principles of counselling skills such as skills, beliefs, values and attitudes. The use of role play with colleagues will help to improve skills and expertise such as listening skills and developing empathy. There are also opportunities for learners to carry out practical activities such as creating their own examples of SMART targets, drawing them out from real information about real learners. This can also be combined with other professional development activities such as running short workshop sessions to raise awareness, improve understanding and generate contributions to a bank of SMART targets or other counselling skills appropriate to coaching and coaching.

### Assessment

This option unit is at Level 3 and it is necessary to support your practical experience with some of the underpinning knowledge. This needs to be reflected in the approach to and language in all written work.

The design of assessment activities should cover the learning outcomes and assessment criteria holistically in order to reduce the pressure of assessment. It is important that learners are able to relate theory to different aspects of coaching in order to understand how underpinning knowledge supports practice.

A range of practical materials should be provided which could include:

- sources of information for legislative/organisational requirements

- learning contracts, individual learning plans, action plan pro forma

- case studies

- video/audio evidence.

It is essential that some use is made of appropriate theory and the application of knowledge gained through practical experience in order to meet the assessment criteria.


**Sample integrated assessment activity**

- Establishing the roles and responsibilities of a coach: Write your own job description to identify the roles, responsibilities *(Assessment criterion 1.1)*, qualities and skills *(Assessment criterion 1.2)* and resources *(Assessment criterion 1.3)* required in coaching. Identify the issues as you have experienced them in practice, along with potential barriers, in relation to your specialist area.

- Identify how the coaching role can be used to identify individual learning needs *(Assessment criterion 2.1)* and learning styles *(Assessment criterion 2.2)* so that needs can be met in an appropriate way.

- Development of relationships and empowering learners: Identify and explain the styles of coaching that meet your learner needs *(Assessment criterion 3.1)*, considering the importance of a code of conduct, ground rules and confidentiality in a coaching relationship. *(Assessment criterion 3.2)* Use examples from your experience to discuss and demonstrate ways of assisting coachees to clarify their goals and explore options to facilitate their achievement. *(Assessment criterion 3.3)* Demonstrate how you are able to identify and overcome potential barriers *(Assessment criterion 3.4)* to learning through exploring ways of building rapport *(Assessment criterion 3.5)* with individuals, creating an environment in which effective coaching can take place. *(Assessment criterion 3.6)*

- Use an example of at least ONE specific learner to demonstrate how you review their progress, identifying and taking action as required. *(Assessment criterion 4.1)* Explain your approach to providing constructive feedback to learners on their progress *(Assessment criterion 4.2)* and identify appropriate opportunities, in your organisation, for your learners to be able to apply learning received through coaching. *(Assessment criterion 4.3)*

- Evaluate the effectiveness of your own practice: Use reflective practice and feedback from others to provide you with the opportunity to review your approaches, strengths and development needs in coaching, along with ideas for development. *(Assessment criterion 5.1)*

**Essential resources**

Relevant videos, CD ROMs, DVDs, interactive systems, industry journals and publications, relevant government publications etc should be available for all learners. Suitable areas, simulators etc must be available together with opportunities, wherever possible, for learners to participate in actual situations.

Learners must have access to library and research facilities, including the internet. Tutors will need to ensure that learners have up-to-date information about their workplace, personal and welfare initiatives.

It is important to provide access to a range of modern technologies, including PowerPoint, appropriate to the learners, the workplace and learners' needs

**Indicative reading for learners**

**Books**

Bee F and Bee R — *Learning Needs Analysis and Evaluation, 2nd Edition* (CIPD, 2003)

Madge J — *Listening skills* (Fenman Ltd, 2000)

Miller W R and Rollnick *S — Motivational Interviewing, 2nd Edition* (New York, Guilford Press, 2002)

Peterson R — *Training Needs Assessment* (Kogan Page, 1998)

Whitmore J — *Coaching for Performance, 3rd Edition* (Nicholas Breadley Publishing, 2002)

**Appropriate journals**

*People Management* (CIPD)

*Personnel Today*

*Training Journal*

**Appropriate websites**

**Basic Skills Agency**
The Basic Skills Agency is the national development organisation for literacy and numeracy in England and Wales.

www.basic-skills.co.uk

**Becta**
Becta (British Educational Communications and Technology Agency) is a UK agency which supports all four UK education departments in their strategic ICT developments.

www.becta.org.uk

**Curriculum Online**
Curriculum Online is the Department for Education and Skills' Portal which gives direct access to the widest range of free and priced digital materials for teaching and learning.

www.curriculumonline.gov.uk

**DIUS**
Department for Innovation, Universities and Skills.

www.dius.gov.uk

**LSC**
The Learning and Skills Council (Government body)

www.lsc.gov.uk

**LLUK**
Lifelong Learning (the Sector Skills Council for teaching and learning). SVUK developed the new QTLS Professional Standards, which are available on the website.

www.lluk.org.uk

**Specific websites**

| | |
|---|---|
| *Building a Training and Development Strategy* | www.cipd.co.uk/subjects/training |
| *E-Learning — The Learning Curve* | www.cipd.co.uk/changeagendas |
| National occupational standards for coaching | www.ento.co.uk |

# Option unit:    Preparing for the Mentoring Role

**QCF Level:**       **3**

**Credit value:**    **3**

## Unit abstract

This unit focuses on developing an understanding of the roles and responsibilities required of the teacher involved in the mentoring role. It explores the need to establish individual mentoring needs and the key techniques used to maintain an effective mentoring relationship, establishing the means to review learner progress as well as your own practice.

The unit also addresses the need to understand the boundaries of the mentoring role and the qualities, skills and resources required to fulfil the mentoring role in supporting the learning process, taking account of different learning styles. Most important is the need to build an appropriate relationship and rapport that helps to create an environment in which learners are encouraged to explore their own issues and negotiate targets that help them to achieve the appropriate goals.

The unit highlights the importance of using appropriate opportunities to review progress through appropriate feedback, using target setting and action planning in a way that helps them move towards achieving their goals. This provides and opportunity to link to key skills — improving own learning and performance.

As with all the units in this qualification there is the opportunity to reflect on own practice and identify opportunities to develop skills with the aid of feedback from learners, peers and other appropriate sources, and to use this understanding to inform practice.

## Learning outcomes

**On completion of this unit a learner should:**

1  understand the role and responsibilities in relation to mentoring

2  understand ways to identify individual mentoring needs

3  understand key techniques to establish and maintain an effective mentoring relationship

4  understand how to review progress

5  understand how to evaluate the effectiveness of own practice.

# Unit content

1 **Understand the role and responsibilities in relation to mentoring**

*Roles and responsibilities of the mentor*: the role of the mentor to identify appropriate level and type of support, guidance or direction to meet identified individual learners' needs; awareness of the responsibilities to the learner and the organisation; responsibility towards the individual learner in order to support, encourage and challenge; need to recognise the personal and professional limits of responsibility where issues are inappropriate to the mentoring context or need to be referred to specialist support

*Qualities and skills required in a mentor*: understanding of the skills required in dealing with a range of learners in an appropriate manner; demonstrating an awareness of needs and the issues impacting on the individual learner; personal and professional qualities of an effective mentor, eg sensitive, non-judgmental, timely and empathic manner; appreciation of own limitations and when to refer where appropriate

*Resources/materials required for mentoring*: access to appropriate range of documentation to help measure or clarify learners' needs, eg learning styles questionnaires, basic/key skills questionnaires, study skills questionnaires, dyslexia tests, team working/roles test etc; use of video or audio tape facilities for recording mentoring meeting where appropriate, eg role-playing

2 **Understand ways to identify individual mentoring needs**

*Individual learning needs*: understanding the importance of appreciating individual learning needs and encouraging them to explore them, eg through creating a positive environment in which the learner feels secure enough to identify the a range of issues (including personal issues) that have the potential to influence their achievement; exploring academic issues that impact on the ability to learn, eg time management, study skills, basic/functional skills, specific/special learning needs, eg dyslexia, autism, ADD/HADD (Attention Deficit Disorder/Hyperactivity Attention Deficit Disorder)

*Individual learning styles*: recognising and supporting a range of learning styles in order to engage with the learner through mentoring, eg preferences for visual, auditory and kinaesthetic, cognitive, attitudinal, psychomotor, multiple intelligences, activist, reflector, theorist, pragmatist, motivation and experiential learning, group and individual learning; sensory preferences, tangible/abstract, sequential/random; enabling learners to recognise their own preferred learning style as a part of empowering the individual; encouraging learners through building on their strengths and increasing their skills in areas of identified weakness, eg SWOT analysis (strengths, weaknesses, opportunities, threats)

3 **Understand key techniques to establish and maintain an effective mentoring relationship**

*Mentoring styles*: eg proactive — putting in place a series of strategies that anticipate the learners' needs, such as study skills, assignment writing or practical skills sessions, or reactive — responding to learners' mentoring needs as/when they arise; the active listening approach to mentoring — allowing learners to explore their own issues in order to work to finding their own solutions; the experienced practitioner — providing guidance based on the mentor's own skills, knowledge and experience; the negotiator — negotiating with learner and others to use a range of skills and experience to enable to learner to achieve their potential

*Codes of conduct, ground rules and confidentiality*: organisational policies and procedures; an awareness of appropriate codes of conduct in establishing a mentoring relationship; establishing and negotiating ground rules that underpin the mentoring relationship; instilling and developing appropriate core values and positive attitudes in learners; recognising the need for confidentiality; assessing the limits of confidentiality in educational settings; recognising issues arising out of potential conflicts in interest or confidentiality; establishing an appropriate intervention strategy which reduces the possibility of conflicts in confidentiality

*Clarifying goals and exploring options:* discussing ideas with learners clearly to allow them the opportunity to explore their own experiences and issues; listening and responding to learners; establishing and maintaining effective relationships using effective communication to promote learners' participation; establishing the importance of negotiation skills in exploring options; awareness of own body language and its meaning in a number of cultural contexts; understanding the need for target setting and action planning

*Barriers to learning*: recognising the potential barrier to learning based on communication issues, eg body language, language, pacing, active listening, 'pause and pounce'; understanding the need to address individual learner's abilities and limitations in communication skills; recognising issues leading to disengagement, disempowerment or lack of motivation; understanding external factors or demotivators creating barriers to individual achievement of goals

*Building rapport*: appreciating the need to establish an open and non-judgmental approach to mentoring; negotiating the shared purpose and desired outcomes for the relationship; learners are encouraged to share information or evidence of a learning achievement; recognising the learner's point of view in a mentoring relationship; developing empathy in building rapport; appreciating the importance of rapport in building a relationship

*Creating an environment*: negotiating an appropriate physical environment for mentoring session; providing a physical environment that ensures the learner feels secure; ensuring discussions take place free from interruptions; establishing strategies for building a positive climate to encourage an appropriate relationship; the physical environment, including furniture, is arranged to support a private discussion and a shared interest in the learners' progress without encroaching on personal space

4   **Understand how to review progress**

*Review progress and identify actions*: ensure learners and mentors have a clear and shared understanding of the purpose of one-to-one meetings; appreciating the impact on the individual learner's progress and achievement of goals of personal issues, eg bullying, depression, financial difficulties, harassment, stress, drug and alcohol abuse in order to address these to help achievement; provide appropriate opportunities to review and monitor progress with individual learners; recognise the need for target setting using appropriate timescales for meeting goals, eg bite-size chunks for targets, long-term and short-term targets appropriate to individual needs and abilities

*Good feedback*: eg feedback that is positive and serves to identify clear targets; use of SMART targets and action points specific and appropriate to their individual needs — specific, measurable, achievable, realistic and time constrained (or transferable); using negotiation in ensuring learners understand that the achievement of SMART targets will take them nearer to achieving their goal; effective in engaging people in a process of change; ensuring feedback is fit for purpose, eg clear, constructive on outcomes, meets timescale, appropriate; negotiating feedback with learners using appropriate language, specific to individual needs; using feedback in target setting, encouraging learners to reflect and feed back on their own progress, appreciating the importance of peer feedback, understanding principles of targeting strategies in feedback, eg improvement score, and empowering learners, eg self assessment, realistic target setting, medal-and-mission, action planning


5   **Understand how to evaluate the effectiveness of own practice**

*Evaluate own role*: recognising the importance of using learner evaluations and using a range of sources to evaluate own practice, eg manager appraisal; review own approaches, strengths and development needs in relation to mentoring, eg SWOT analysis (strengths, weaknesses, opportunities, threats); establishing personal barriers to the mentoring, eg communications skills (verbal and non-verbal), negotiation skills; development opportunities to improve own practice in relation to working with learners in mentoring; opportunities to share good practice with colleagues, eg through INSET

## Assessment criteria

| Outcomes | Assessment criteria |
|---|---|
| **The learner will:** | **To achieve each outcome a learner must demonstrate the ability to:** |
| 1  Understand own role and responsibilities in relation to mentoring. | 1.1  Identify and describe the role and responsibilities of the mentor, indicating the boundaries of the role<br><br>1.2  Identify and explain the qualities and skills required in a mentor<br><br>1.3  Identify and describe resources and/or materials required for mentoring. |
| 2  Understand ways to identify individual mentoring needs. | 2.1  Identify and describe individual learning needs that can be met through mentoring<br><br>2.2  Identify and describe individual learning styles that need to be considered when mentoring. |
| 3  Understand key techniques to establish and maintain an effective mentoring relationship. | 3.1  Identify and explain styles of mentoring to meet learner needs<br><br>3.2  Explain the importance of and demonstrate a code of conduct, ground rules and confidentiality in a mentoring relationship<br><br>3.3  Explain and demonstrate ways of assisting mentees to clarify their goals and explore options to facilitate their achievement<br><br>3.4  Explain and demonstrate strategies which can be used to clarify situations and overcome misunderstandings<br><br>3.5  Describe and demonstrate ways of building rapport with individuals in mentoring sessions<br><br>3.6  Describe and demonstrate ways of creating an environment in which effective mentoring can take place. |
| 4  Understand how to review progress. | 4.1  Describe how to review the mentee's progress, identifying action required<br><br>4.2  Explain and use good practice in providing feedback to mentees on their progress. |
| 5  Understand how to evaluate the effectiveness of own practice. | 5.1  Use reflective practice and feedback from others to review own mentoring role and identify areas for development. |

## Essential guidance for tutors

### Delivery

As with all option units the opportunities available for independent or blended learning help to ensure that each learner is able to relate the learning outcomes to their own, specific experiences and specialist area. It is important to establish the importance in the selection of approaches to mentoring to suit particular types of learners' needs and specific organisations or contexts. The documentation current to the range of learning environments and different organisations needs to be used. As it is important for individuals to collect their own evidence and relate it to the unit assessment criteria this reinforces the value of the independent, directed study approach.

This unit has been designed to enable learners to develop knowledge and understanding of mentoring techniques that can be used to improve the individual learning experiences. It should be used to encourage individuals to take responsibility for developing their own knowledge, skills and understanding of individual learners' needs through exploring the underlying principles that they can then apply to their own practical situations. The unit allows for the use of specialist approaches to mentoring to demonstrate how these reflect the particular needs of learners and the learning environment or organisation they operate within.

If it is decided that taught elements are more suited to the skills, experience and expertise of the learners then they should be encouraged to work individually, in pairs and in groups in order to provide an opportunity to explore and compare ideas, share experiences, knowledge and understanding, to network and to assist in personal and professional development. As most of the unit requires the specific context-related evidence it is suited to individual study although tutor input can be used to establish the basic principles of mentoring skills such as skills, beliefs, values and attitudes. The use of role-play with colleagues to help improve skills and expertise such as listening skills and developing empathy. There are also opportunities for practical activities such as creating their own examples of SMART targets, drawing them out from real information about real learners. This can also be combined with other professional development activities such as running short workshop sessions to raise awareness, improve understanding and generate contributions to a bank of SMART targets or other counselling skills appropriate to mentoring.

102
BA020484 — Guidance and units — Edexcel Level 3 BTEC Certificate in
Teaching in the Lifelong Learning Sector — Issue 2 — May 2008

**Assessment**

This option unit is at Level 3 and therefore it is necessary to support your practical experience with some of the underpinning knowledge. This needs to be reflected in the approach and language in all written work.

The design of assessment activities should aim to cover the range of learning outcomes and assessment criteria holistically in order to reduce the pressure of assessment. It is important that learners are able to relate theory to different aspects of mentoring in order to understand how the underpinning knowledge supports practice.

A range of practical materials should be provided which could include:

- sources of information for legislative/organisation requirements

- learning contracts, individual learning plans, action plan pro forma

- case studies

- video/audio evidence.

It is essential that some use is made of appropriate theory and the application of knowledge gained through practical experience in order to meet the assessment criteria covered in the learning outcomes.

**Sample integrated assessment activity**

- Establishing the roles and responsibilities of a mentor: Write your own job description to identify the roles, responsibilities *(Assessment criteria 1.1)*, qualities and skills *(Assessment criterion 1.2)* and resources *(Assessment criterion 1.3)* required in mentoring. Identify the issues as you have experienced them in practice, along with potential barriers, in relation to your specialist area.

  Identify how the mentoring role can be used to identify individual learning needs *(Assessment criterion 2.1)* and learning styles *(Assessment criterion 2.2)* so that needs can be met in an appropriate way.

- Development of relationships and empowering learners: Identify and explain the styles of mentoring that meet your learner needs *(Assessment criterion 3.1)*, considering the importance of a code of conduct, ground rules and confidentiality in a mentoring relationship *(Assessment criterion 3.2)*. Use examples from your experience to discuss and demonstrate ways of assisting mentees to clarify their goals and explore options to facilitate their achievement *(Assessment criterion 3.3)* to demonstrate how you are able to identify and overcome potential barriers *(Assessment criterion 3.4)* to learning through exploring ways of building rapport *(Assessment criterion 3.5)* with individuals, creating an environment in which effective mentoring can take place. *(Assessment criterion 3.6)*

  Use an example of at least **ONE** specific learner to demonstrate how you review their progress, identifying and taking action as required. *(Assessment criterion 4.1)* Explain your approach for providing constructive feedback to learners on their progress *(Assessment criterion 4.2)* and identify appropriate opportunities, in your organisation, for your learners to be able to apply learning received through mentoring. *(Assessment criterion 4.3)*

- Evaluate the effectiveness of your own practice: Use reflective practice and feedback from others to provide you with the opportunity to review your approaches, strengths and development needs in mentoring, along you're your ideas for development. *(Assessment criteria 5.1)*

**Resources**

Relevant videos, CD ROM, DVD, interactive systems, industry journals and publications, relevant government publications etc should be available for all learners. Suitable areas, simulators etc must be available together with opportunities, wherever possible, for learners to participate in actual situations.

Learners must have access to library and research facilities, including the internet. Tutors will need to ensure that learners have up-to-date information about their workplace, personal and welfare initiatives.

It is important to provide opportunities for access to a range of modern technologies, including PowerPoint, appropriate to the learners, the workplace and the learners' needs.

**Indicative reading for learners**

**Specific books**

Bee F and Bee R — *Learning Needs Analysis and Evaluation, 2nd Edition* (CIPD, 2003)

Madge J — *Listening skills* (Fenman Ltd, 2000)

Miller W R and Rollnick S — *Motivational Interviewing, 2nd Edition* (*New York, Guilford Press,* 2002)

Peterson R — *Training Needs Assessment* (Kogan Page, 1998)

Whitmore J — *Coaching for Performance, 3rd Edition* (Nicholas Breadley Publishing, 2002)

**Journals**

*People Management* (CIPD)

*Personnel Today*

*Training Journal*

**Appropriate websites**

**Becta**
Becta (British Educational Communications and Technology Agency) is a UK agency which supports all four UK education departments in their strategic ICT developments.

www.becta.org.uk

**Curriculum Online**
Curriculum Online is the Department for Education and Skills' Portal which gives direct access to the widest range of free and priced digital materials for teaching and learning.

www.curriculumonline.gov.uk

# Option unit: Specialist Delivery Techniques and Activities

**QCF Level:**     4

**Credit value:**     6

## Unit abstract

This unit provides an opportunity to identify the techniques and approaches to delivery and learning that are relevant to a specialist area. By exploring the range of inclusive approaches to delivery techniques and learning activities it is possible to demonstrate the importance of planning in order to achieve specific learning objectives. This unit also highlights the importance of providing and adapting resources that are fit for purpose in order to support learning.

The unit provides an opportunity to explore the specific range of delivery techniques appropriate for a particular specialist area, identifying good practice and putting this to use in the design and planning of learning objectives. It also highlights the importance of working with an inclusive approach that recognises the importance of selecting approaches that meet the learners' needs, with specialist delivery it is also essential to provide resources that are appropriate and support the advanced learning activities.

This unit focuses on the practical aspects of planning and delivering learning using specialist techniques. Evidence should be drawn from a specific teaching situation and reflect the special nature of both the delivery and the relevant advanced learning activities.

The outcomes of this unit are intended to provide an opportunity to evaluate the delivery techniques and activities that are required to enable learning, in an inclusive way, that addresses the learners' needs and meets the learning objectives in a specialist area.

## Learning outcomes

**On completion of this unit a learner should:**

1   understand a range of inclusive approaches to the employment of specialist delivery techniques and activities within the learning environment

2   understand how to develop inclusive specialist delivery techniques and advanced learning activities

3   demonstrate specialist delivery techniques and advanced learning activities

4   understand how to evaluate the effectiveness of specialist delivery techniques and advanced learning activities.

## Unit content

1 **Understand a range of inclusive approaches to the employment of specialist delivery techniques and activities within the learning environment**

*Specialist delivery methods based on learning theories*: conceptual framework and characteristics related to specialist delivery — eg relating concepts of behaviourists, cognitive and humanist theories to specialised learning, andragogy versus pedagogy, memorising and rote learning, experimental learning, hypothesising and testing, distance and online, resources based learning, collaborative learning, specialist area requirements; lectures, seminars, workshops, 1x1, practical activity, research, project work, field work, individual and group assessments, case studies, problem solving and interpersonal skills activities, discussion/debate, directed study

*Specialist learning needs*: specialist needs, variety, reflection, theory, empowering learners through negotiation and sharing needs, stimulating independent learning, patterns of teacher learner interaction and teaching methods for specialist circumstances, assisting learners in exploring and articulating their personal aspirations in specialist area

*Specialist delivery techniques*: analysis of subject teaching points; logical sequence and structure of content; deliver technical skills

2 **Understand how to develop inclusive specialist delivery techniques and advanced learning activities**

*Diversity considerations*: sensory preferences, use of intelligences (such as: linguistic, mathematical, visual), learner contracts, experiential learning small group/whole group/collaborative/partnership, peer group support, alternative approaches to meet learner need

*Specialist techniques and activities*: selecting delivery/learning activities to suit the demands of the specialist area; adapting approach to suit required skills/knowledge/understanding; appropriate delivery techniques, eg demonstration, role play, games, discussion, visits, distance learning, online learning, research, experimentation, work-based and workshop-based learning where appropriate to specialist teaching, supported or independent study, appropriate level of challenge; simulation/emulation to provide realist learning experience to meet objectives

*Specialist inclusive resources*: specialist resources match specialism to learners' needs

3 **Demonstrate specialist delivery techniques and advanced learning activities**

*Specialist delivery*: delivery to suit learners, eg level and specialist knowledge, skills understanding; specialist language; specialist activities

*Range of resources for specialist delivery*: eg appropriate use of writing boards and learning environment; access to 'The Real Thing' or simulation to stimulate learning process; subject/specialist learning networks; adapting and developing specialist areas of virtual learning environment (VLE)

4 **Understand how to evaluate the effectiveness of specialist delivery techniques and advanced learning activities**

*Effectiveness in meeting needs*: evaluation of specialist personal skills subject/area; specific delivery to meets learners' needs for inclusion; evaluating own approaches to teaching knowledge, skills and understanding; using feedback to evaluate personal skills and attributes in delivering specific programmes, eg learners, peers, line manager, team, observations; monitoring effectiveness in meeting learning objectives; actioning areas for development

*Developing and up-dating specialist knowledge/skills*: improve own specialist practice, eg employ personal development journal/reflective journal to plan for own learning opportunities; individual research up-dating, specialist staff development opportunities; improving specialist qualifications; specialist secondment, work-shadowing or work placement

## Assessment criteria

| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>To achieve each outcome a learner must demonstrate the ability to: |
|---|---|
| 1 Understand a range of inclusive approaches to the employment of specialist delivery techniques and activities within the learning environment. | 1.1 Identify and analyse a range of inclusive specialist delivery techniques and activities, showing how they can meet learning objectives<br><br>1.2 Identify and discuss learning needs that can be met most effectively through the use of specialist delivery techniques<br><br>1.3 Select and justify appropriate specialist delivery techniques to meet the specific needs of learners. |
| 2 Understand how to develop inclusive specialist delivery techniques and advanced learning activities. | 2.1 Identify and discuss diversity considerations in the development of specialist delivery techniques and learning activities<br><br>2.2 Develop inclusive specialist delivery techniques and advanced learning activities, justifying the techniques and activities used and showing how the objectives are met<br><br>2.3 Select/adapt and justify a range of inclusive resources to support the specialist delivery techniques and advanced learning activities. |
| 3 Demonstrate specialist delivery techniques and advanced learning activities. | 3.1 Use a range of specialist delivery techniques and advanced learning activities which meet the needs of learners and learning objectives<br><br>3.2 Use a range of inclusive resources effectively to support specialist delivery techniques and advanced learning activities. |
| 4 Understand how to evaluate the effectiveness of specialist delivery techniques and advanced learning activities. | 4.1 Evaluate the effectiveness of the specialist delivery techniques and advanced learning activities, justifying how they have met the needs of learners and learning objectives<br><br>4.2 Evaluate and develop own practice in relation to specialist delivery techniques and advanced learning activities, using reflection and feedback. |

## Essential guidance for tutors

### Delivery

Whilst all subjects share the basic generic approaches to teaching and learning, specialist subjects have their own particular issues and difficulties that need to be recognised and addressed at the start. The specialist demands need to be considered in relation to the learners' needs and there needs to be a clear understanding of just what the specialist needs are when considering the selection of appropriate techniques for delivery. This is in order to recognise the issues the learners will need to encounter. The tutor requires either specific specialist knowledge or be able to call upon the support from others with the specialist knowledge — and this may be the learners themselves. It is especially important to be able to use resources that are specific to the specialist area in order to establish the significance of making the learning relevant, accessible and inclusive to their own learners. For example the approach suitable for a specialist technical subject area would need to be very different from the specialist area of supporting learners with specific learning needs. This also emphasises the importance of selecting and adapting delivery techniques, learning approaches and resources that are suitable for the individual learners' need.

As with all units, the most significant aspect of this unit will be the opportunity to share good practice with the learning group — and between the group members. Encouraging individuals to explore different aspects of good practice in relation to a specialist area provides an opportunity to recognise that whilst there are a range of generic skills in the teaching role it is essential that these are refined when it comes to the delivery in a specialist area. This requires more attention to detail when selecting appropriate delivery techniques that closely relate the delivery to the learners' needs and the delivery of this unit should reflect this approach through selecting techniques and resources that are 'fit for purpose' in the specialist context.

Delivery of this unit should include opportunities for exploring the issues associated with the specialist area through the use of presentations, case studies, role plays, analysis of video recordings, visits from specialists and up-to-date resources that support the specialism. Learners should be encouraged to develop and apply their own understanding of the principles of the specialist area, based on their own context and sharing experiences with others.

The teaching, delivery and learning activities used should draw on material from the learner's personal and professional experience wherever possible. This will help learners to develop the reflective practices and recognise the transferability of skills and knowledge necessary in a changing and dynamic environment. It should also be used to encourage a willingness to adapt and adopt different approaches that increase the flexibility of teaching and learning techniques in order to be able to respond to a variety of learners' needs, based on the appropriate learning objectives.

For this option unit there is the opportunity for learners to work independently as the principles of establishing learners' needs and using these in the planning of teaching and learning, with the use of appropriate resources, has been dealt with in the mandatory units. The key issue here is the opportunity for specialist teachers to focus specifically on the concerns that they have in relation to the delivery of their own specialist area and the benefit to them, and others in the same or similar specialist areas. It provides opportunities for sharing their ideas, practices and questions outside of the more generic 'one-size-fits-all' approach of the mandatory units. For example — whilst currently those teaching in the construction sector only have available the generic teaching qualification this provides them the opportunity to tackle a unit that can be specifically tailored to the specialist needs of the learners and subject matter of different aspects of the construction industry. This could be used to adapt courses and resources for the specialist delivery required, celebrating the differences. This unit is also particularly useful for tutors of groups of learners with specific learning needs where the more conventional type of session planning does not adequately reflect the particular needs of the specialist learning group.

**Assessment**

This unit explores the background, planning, delivery and evaluation of the process of specialist delivery techniques and activities and therefore it is possible to cover all the learning outcomes and assessment criteria through the evidence of a teaching practice portfolio to include:

- outline nature of learning group/needs — eg age, gender, specific needs/learning styles/literacy or numeracy requirements

- sample of programme (where appropriate)

- aims/objectives for specialist delivery/learning activities

- session plan/s as appropriate to specialist area/learners' needs

- samples of resources selected/adapted for specialist use

- evidence of checking learning outcomes are being achieved

- evidence of evaluation by learners/others as appropriate.

To support the evidence from practice a written review should be included to justify how the specialist delivery techniques and learning activities selected meet the learning objectives as well as the needs of the specific learners and an evaluation of the effectiveness of the process.

All of the learning outcomes and assessment criteria can be addressed through a single assignment using the approach suggested above. An example of how this can be achieved has been provided in the sample assessment assignment.

**Sample integrated assessment activity**

- Identify a specialist area, then select a range of specialist delivery techniques and then analyse how well these meet the needs of a specific group of learners. *(Assessment criteria 1.1, 1.2)* Justify how the use of specialist delivery techniques can be used to meet the needs of specific learners. (*Assessment criteria 1.3*)

- Create a range of specialist delivery techniques and advanced learning activities, using inclusive resources. Justify the use of the selected delivery techniques, learning activities and supporting resources with a specific group of learners, highlighting diversity issues *(Assessment criteria 2.1, 2.2, 2.3)* within the appropriate learning environment. Use a range of specific techniques and resources *(Assessment criteria 3.1, 3.2)* in an appropriate specialist session. (This is an ideal opportunity for a subject-specialist teaching practice observation.)

- Evaluate the effectiveness of the specialist delivery techniques and advanced learning activities, justifying how they have met the individual needs of learners and the learning objectives. *(Assessment criteria 4.1)* Consider and develop your own practice based on reflection and feedback from others. *(Assessment criteria 4.2)* This is an opportunity for feedback from subject-specialist teaching practice observation.

**Links to Professional Standards**

New Professional Standards in Initial teacher/tutor/trainer Education Standards — available from LLUK, at the following web address: www.lluk.org.uk.

**Essential resources**

With a specialist area it is essential that all delivery techniques should provide access for learners to the knowledge, skills and understanding necessary to achieve the learning outcomes. A suitable learning environment should be created that allows for inclusive learning opportunities, encouraging learners in keeping with the requirements of the specialist context. Opportunities for discussion with more experienced colleagues will provide an essential source of support and guidance in understanding the nature of the specific learners' needs as well as the techniques and resources best suited to the specialist delivery.

Access to specialist background knowledge and information is essential in order to support the planning and development of delivery techniques and learning activities that are appropriate to the learning outcomes and different learners' needs. A learning centre should provide access to current information and standards to allow for professional updating in the specialist area to ensure learners have the most appropriate learning experience and resources. Normal photocopying facilities and other reprographic arrangements need to be available together with ICT access and presentational equipment (preferably including video and PowerPoint).

**Indicative reading for learners**

**Books (generic)**

Materials that illustrate the level of learning required and that are particularly relevant.

Armitage A — *Teaching and Training in Post compulsory* (Education Open University Press, 2003)

Daines C, Daines J and Graham B — *Adult Learning, Adult Teaching* (University of Nottingham, 1992)

Minton D — *Teaching Skills in Further and Adult Education* (City & Guilds, Macmillan 1997)

National Extension College publications

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

Walker S — *A Practical Guide to Teaching and Learning* (Business Education Publishers Ltd, 2004)

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

Walklin L — *Teaching and Learning in Further and Adult Education* (Stanley Thornes, 1990)

**Specific texts**: *Individuals should access and refer to specific resources appropriate to their own specialist teaching and learning area.*

**Appropriate journals**

Times Educational Supplement — *FE Focus*

Times Higher Education weekly newspaper

**Specific specialist journals should be used to provide up-to-date and relevant background research.**

**Appropriate websites**

**Basic Skills Agency**
The Basic Skills Agency is the national development organisation for literacy and numeracy in England and Wales.

www.basic-skills.co.uk

**Becta**
Becta (British Educational Communications and Technology Agency) is a UK agency which supports all four UK education departments in their strategic ICT developments.

www.becta.org.uk

**Curriculum Online**
Curriculum Online is the Department for Education and Skills' Portal which gives direct access to the widest range of free and priced digital materials for teaching and learning.

www.curriculumonline.gov.uk

**DIUS**
Department for Innovation, Universities and Skills.

www.dius.gov.uk

**Key Skills**
A multi media resource available to print.

www.keyskillsincontext.co.uk

**LSC**
The Learning and Skills Council (Government body)

www.lsc.gov.uk

**LLUK**
Lifelong Learning (the Sector Skills Council for teaching and learning). SVUK developed the new QTLS Professional Standards, which are on the website.

www.lluk.org.uk

**Standards Unit**
Resources based on the developments for Subject Coaches.

www.goldust.org.uk

# Option unit:     Equality and Diversity

**QCF Level:**        **4**

**Credit value:**     **6**

## Unit abstract

This unit provides an opportunity to explore issues relating to equality and diversity in learning situations, as well as considering the way these issues can impact on learners in the lifelong learning sector. There is also an opportunity to examine some of the current legislation that influences how teachers, as well as organisations, deal with equality and diversity, whilst identifying strategies for responding effectively and appropriately to incidents of discrimination.

Critical to an understanding of equality and diversity is an awareness of the importance of the learners' own behaviours and communication skills, and how this impacts on the organisation. This unit also provides the opportunity to review aspects of working with others when aiming to provide equality of opportunity.

Strategies for this unit aim to demonstrate the importance of inclusiveness in dealing with issues arising out of equality and diversity in order to support learners to achieve. The outcome should aim to support the concept of linguistic and cultural diversity in teaching and learning through the selection of approaches that encourage differentiation and inclusion.

## Learning outcomes

**On completion of this unit a learner should:**

1   understand the key features of a culture which promotes equality and values diversity

2   understand the importance of the promotion of equality and valuing of diversity for effective work in the sector

3   understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity

4   understand how to actively help others in the promotion of equality and valuing of diversity

5   understand how to review own contribution to promoting equality and valuing diversity.

# Unit content

1 **Understand the key features of a culture which promotes equality and values diversity**

*Diversity and equality*: definitions; diversity in race, culture, religion, language, gender, education and age; language acquisition; recognising differences in perspectives and perceptions; equality of opportunity; awareness of learning disabilities and difficulties; inclusive approaches; promoting social integration

*Inequality*: social and financial; recognising prejudice based on racial/ethnic and religious background; theories — Vygotsky, Piaget, Bernstein; disabilities — physical handicaps; mental health, special or specific educational needs (SEN), eg autism, Asperger's, PMLD (Profound and Multiple Learning Difficulties); discrimination: sociological principals; discriminatory language; restricting access, attitudes

*Legislation*: DDA/DDA4, Deaf Awareness, Visual Awareness, Tomlinson, Moser, Higginson, Kennedy; Equality of Opportunity; impact on organisation policies and procedures; physical aspects of the environment; staff training; for specific educational or physical needs support in classroom; 14-19 curriculum; CRB procedures

2 **Understand the importance of the promotion of equality and valuing of diversity for effective work in the sector**

*Promoting equality*: impact on learners; promotion in organisations through policies and procedures; confronting discrimination; specialised provision; alternative approaches; specific educational needs (SEN) provision; initial assessment for identifying needs of learners

*Valuing individuals*: theories linking self-value with achievement; intrinsic and extrinsic motivation; roles within groups, eg Belbin; identifying, developing and valuing diversity in promoting inclusion

*Providing information*: ensuring appropriate current information; ways to disseminate information; transactional and transformational principles in sharing information; ownership and negotiation of information; appropriate form — visual, audible, impact, fit for purpose

3   **Understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity**

*Communication and behaviour*: communication theory applied to E&D; non-judgmental approaches; communication skills; Skills for Life agenda — language, literacy, ESOL, ICT; causes of challenging behaviour; professional standards; codes of conduct; respect contributions of others; value different perspectives and perceptions; encourage others to value different perspectives and perceptions

*Impact on individuals/culture*: psychology appropriate to equality and diversity; define organisation culture; induction strategies to establish ground rules; being reflective practitioner; recognising own attitudes towards others; learner perceptions and feedback; design of resources; accessing appropriate assessment strategies; creating an inclusive learning environment

*Impact on organisation*: promoting an inclusive learning environment; working with others to promote inclusion; developing own skills, eg deaf/visual awareness; encouraging learners, colleagues, managers, employers, community groups to promote equality and diversity; promoting equality and diversity in the classroom, the organisation; sharing good practice; contributing to INSET

*Working with other agencies*: contact with employers as appropriate; liaising with relevant bodies; referral of learners as appropriate; enabling learners in accessing support agencies; working alongside agencies to provide unified approach for supporting learners; responsibilities and boundaries; using information to influence and change practice

4   **Understand how to actively help others in the promotion of equality and valuing of diversity**

*Undermining equality and diversity*: recognising issues underlying discrimination; identifying actions which undermine equality and diversity, eg bullying, intimidation, harassment, ignorance; principles of under performing by adult learners

*Strategies*: disciplinary procedures; team building; negotiating individual roles and responsibilities; encouraging, and delegating, giving learners responsibility for own and others actions; celebrating successes; encouraging self and peer assessment; CPD

*Dealing with systems*: challenging discrimination using feedback systems and processes; identify organisation policies and procedures; appeals and grievance procedures to support learners' needs; sharing information with others; consistency of approach; learners forum; dissemination upwards within organisation; sharing good practice; referring to external bodies for specific input

5   **Understand how to review own contribution to promoting equality and valuing diversity**

*Own strengths/development needs*: reflective practice; strategies for reviewing own skills; SWOT analysis in relation to equality and diversity issues; target setting and action planning; 360 feedback; visits, good practice groups, work shadowing, working alongside a professional body/specialist; incorporating specific aspects of equality and diversity to planning of teaching and learning; differentiation in resource design and use

*Support*: agencies; accessing and negotiating support for learners; use of speakers; utilising particular groups, eg deaf community for awareness raising; sharing good practice; peer observations; staff development; advanced practitioners; learner support; specialist knowledge and expertise, eg specific learning difficulties such as autism, dyslexia

## Assessment criteria

| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>To achieve each outcome a learner must demonstrate the ability to: |
|---|---|
| 1 Understand the key features of a culture which promotes equality and values diversity. | 1.1 Analyse the meaning and benefits of diversity and the promotion of equality<br><br>1.2 Analyse forms of inequality and discrimination and their impact on individuals, communities and society<br><br>1.3 Discuss how relevant legislation, employment regulations and policies and codes of practice contribute to the promotion of equality and valuing of diversity. |
| 2 Understand the importance of the promotion of equality and valuing of diversity for effective work in the sector. | 2.1 Discuss how the promotion of equality and diversity can protect people from risk of harm<br><br>2.2 Evaluate action taken to value individuals and its impact<br><br>2.3 Summarise and demonstrate good practice in providing individuals with information. |
| 3 Understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity. | 3.1 Explain and demonstrate ways of communication and behaviour which support equality and diversity<br><br>3.2 Analyse impact of own behaviour on individuals and their experience of the organisation's culture and approach<br><br>3.3 Review the impact of own behaviour on own organisation's culture<br><br>3.4 Explain and demonstrate how working with other agencies can promote diversity. |
| 4 Understand how to actively help others in the promotion of equality and valuing of diversity. | 4.1 Analyse actions by individuals which can undermine equality and diversity and evaluate strategies for dealing with these effectively<br><br>4.2 Evaluate strategies for dealing with systems and structures which do not promote equality and diversity. |

| Learning outcomes | Assessment criteria |
|---|---|
| The learner will: | To achieve each outcome a learner must demonstrate the ability to: |
| 5 Understand how to review own contribution to promoting equality and valuing diversity. | 5.1 Evaluate own strengths and areas for development in promoting equality and valuing diversity, using reflection and feedback from individuals |
| | 5.2 Identify, use and evaluate appropriate sources for support in promoting equality and valuing diversity. |

## Essential guidance for tutors

### Delivery

In relation to equality and diversity it is especially important to adopt an approach to the delivery of this unit which is itself inclusive. Learners need to be provided with the opportunity to explore different types of exclusion and discrimination from both their own perspective and that of those who experience it on a daily basis. It is recommended that centres use a wide range of teaching and learning methods in order to achieve all the learning outcomes in the unit as well as expose learners to a variety of situations to increase awareness of the difficulties faced by some learners in achieving their potential.

Delivery of this unit should include opportunities for exploring the issues through the use of visiting specialists or speakers, presentations, case studies, role plays, analysis of video recordings, visits to other centres, support workshops and learning or ICT centres to provide underpinning knowledge. Learners should be encouraged to develop and apply their own understanding of the issues faced by others in accessing learning through issues arising out of equality and diversity.

In order to both develop personal understanding and skills, and provide opportunities for reflective practice, learners should observe colleagues, other professionals and their own peers delivering a variety of sessions to different types of learners and in different contexts — addressing issues of equality and diversity particularly through inclusive practice and differentiation in approach and resource design. They should be encouraged to watch video recordings of themselves and others so that they can assess the effectiveness of a variety of approaches to addressing equality and diversity. They should be encouraged to discuss aspects of discrimination and challenging behaviour with the own learners, peers, colleagues and within the group.

The teaching/learning methods used should draw on material from the learner's personal and professional experience wherever possible. This will help learners to develop reflective practice and recognise the transferability of skills and knowledge necessary in a changing and dynamic environment. Reflective practice should be used to encourage individuals to perceive issues from the perspective of those who experience difficulties relating to equality and diversity. It should also be used to encourage a willingness to adapt and adopt different approaches that increase the flexibility of teaching and learning techniques in order to be able to respond to a variety of learners' needs.

It is especially important for learners to appreciate their own role within the organisation and the way they are able to contribute to the organisation strategies, polices and procedures in promoting equality and diversity. Identifying and sharing good practice is essential to provide the breadth of experience that can contribute to the value placed on those of different backgrounds. This informs practice which can be disseminated within the organisation, such as through contributing to in-service training.

**Assessment**

It is important that the assessment of this unit reflects the nature of the learning outcomes and assessment criteria in a way that encourages individuals to reflect on their own perspectives and perceptions of the factors that impact on the achievements of their own learners. To reflect the needs for equality and diversity it is important to make assessment opportunities varied, creative and suited to a range of different contexts.

The emphasis should be placed on providing evidence that may be used in the designing of teaching sessions and resources/materials that meet the range of learners' needs in a way that clearly reflects equality and diversity. The range of evidence to make up the assignment evidence should reflect the different types and opportunities for discrimination could include:

- learner self-assessment through the reflective elements of session planning, resource development in addressing the needs for differentiation

- support strategies provided for learners needs for equality and diversity

- evaluation of equality and diversity provision for learners

- environmental risk assessment to measure accessibility for range of learners

- induction programme/ice breakers to celebrate diversity and value others from different backgrounds

- peer assessment, as in oral presentations, developing skills of feedback and communication. Learners must show an ability to effectively receive and respond to feedback

- tutorial/mentoring programme aimed at raising awareness of disabilities and discrimination

- production of differentiated resources developed and used in a teaching situation. This might include PowerPoint presentations, overhead transparencies, subject specific items, handouts, etc applying the principles of SMOG/fit for purpose. The candidate must be able to justify the choice of materials and evaluate the effectiveness of them in practice suitable for addressing particular needs

- review of organisation policies/procedures to address issue of disability, inclusion, differentiation

- referral and/or appeals procedures.

Assessment should focus principally on the application of skills, knowledge and understanding within existing professional practice and at Level 4. Learning activities should be based on appropriate, realistic and practical situations. These should reflect a range of professional practice and assessment strategies and should be a natural extension of this approach. The emphasis should be placed on appropriate research, using a range of resources, in order to provide supporting evidence of the underlying principles behind equality and diversity.

Learners need constructive feedback throughout — emphasising the importance of guidance about how to improve in managing the learning process, capitalising on personal strengths alongside those of learners and develop research and study skills, with clear and constructive comments about weaknesses and how these might be addressed.

**Sample integrated assessment activity**

Create a definition for diversity, which reflects the benefits of equality and diversity. Identify, list and be able to justify the key features you would expect to find in a culture promoting equality and inclusiveness. *(Assessment criterion 1.1)* Evaluate the effectiveness of legislation, employment policies and codes of practice in such a culture. *(Assessment criterion 1.3)* Share your findings through a discussion group.

- Identify **TWO** learners who have different experiences *(Assessment criteria 1.2)* relating to equality and diversity. For each learner research and explain the relevance of the appropriate, current legislation which could lead to a better understanding of their different situations. *(Assessment criterion 1.3)*

- For **ONE** of these learners justify the approach you have taken to promote equality and diversity and how to encourage effective communications when imparting information. *(Assessment criteria 2.3, 3.1)* Use theory to justify the way this allows the individual to feel more valued and less at risk. *(Assessment criteria 2.1, 2.2)* The approach with the learner may be taken either with them individually or with them as a member of a group and should combine background research with practical experience.

- Review the impact of your own behaviour in dealing with the identified learner in the context of the organisation's culture. *(Assessment criteria 3.2, 3.3)* Also examine the importance of providing the appropriate support by involving other agencies to promote equality and diversity, and the consequences of not promoting equality and inclusion. *(Assessment criteria 3.4, 5.2)* Devise and evaluate strategies for dealing with systems and structures. *(Assessment criterion 4.2)* Use this experience to reflect on your own strengths in promoting equality and diversity and areas you feel need development. *(Assessment criterion 5.1)*

**Links to Professional Standards**

New Professional Standards in Initial Teacher/Tutor/Trainer Education Standards — available from LLUK, at the following web address: www.lluk.org.uk.

**Essential resources**

Learners need access to organisation policies and procedures relating to equality and diversity and quality assurance documentation that reflects the necessary approach to equal opportunities and anti-discriminatory procedures. Websites should be used to provide accurate and up-to-date information relating to current legislation and employment regulations. Opportunities for discussion with more experienced colleagues will provide an essential source of support and guidance.

Access to academic and professional literature for underpinning knowledge will support the ability to evaluate the strengths and weaknesses of different strategies in exploring and promoting equality and diversity. It is also necessary to have access to a variety of learning and resource centre facilities in order to provide a information relating to the type and range of areas where discriminatory practice exists such as class, race, culture, gender, age and disability.

Normal photocopying facilities and other reprographic arrangements need to be available together with ICT access and presentational equipment (preferably including video and PowerPoint).

**Indicative reading for learners**

**Books**

Amin K et al — *Black and Ethnic Minority Young People and Educational Disadvantage* (Runnymede Trust, 1997)

Dadzie S — *Older and wiser: a study of educational provision for black and ethnic minority* (NIACE, Leicester, 1993)

Foster P et al — *Constructing Educational Inequality: An Assessment of Research on School Processes* (London: Falmer Press, 1996)

Gill D and Major B and Blair M (editors) — *Racism and Education: Structures and Strategies* (London, Sage, 1992)

Gillborn D — *'Race', Ethnicity & Education: Teaching and Learning in Multi-Ethnic Schools* (London Unwin Hyman/Routledge, 1990)

**Journals**

Bourdieu P — The School as conservative force scholastic and cultural inequalities, in: Eggleston J (editor) — *Contemporary Research in the Sociology of Education,* pp. 32-45 (London, and Methuen, 1974)

Harris S — 'Entitled to what? Control and autonomy in school: a learner perspective' *International Studies in Sociology of Education,* 4 (1): 57-76 (1994)

**Other materials**

DTI — *Equality and diversity the way ahead* (London: www.dti.gov.uk/er/equality, 2002)

Gillborn D and Gipps C — *Recent Research on the Achievement of Ethnic Minority Pupils* (Office for Standards in Education HMSO, 1996)

Gillborn D and Mirza H S — *Educational Inequality: Mapping Race, Class and Gender — A synthesis of research evidence* (London: Ofsted, 2000)

Murray C — *The Underclass: The Crisis Deepens* (London Institute of Economic Affairs, 1994)

Soulsby J — *Learning to grow older and bolder* — Policy paper on learning in later life (NIACE Leicester, 1999)

Wooldbridge E — *Diversity and day to day realities* (www.diversity-works.gov.uk, 2001)

# Option unit:    Preparing for the Coaching Role

**QCF Level:**        **4**

**Credit value:**     **6**

## Unit abstract

This option unit focuses on an understanding of the roles and responsibilities required of the teacher, trainer or tutor involved in the coaching role. It explores when to establish individual coaching and the key techniques to maintain an effective coaching relationship, establishing the means to review learner progress as well as your own practice.

The option unit also addresses the need to understand the boundaries of the role and the qualities, skills and resources required to fulfil the coaching role in supporting the learning process, taking account of differences in learning styles. Most important is the need to build an appropriate relationship and rapport that helps to create an environment in which learners are encouraged to explore their own issues and negotiate targets that help them to achieve appropriate goals

The unit also highlights the importance of making use of appropriate opportunities to review learners' progress through the use of appropriate feedback, using target setting and action planning in a way that helps them towards achieving their goals. This provides and opportunity to link to key skills — improving own learning and performance.

As with all units there are opportunities to reflect on own practice and identify opportunities to develop skills with the aid of feedback from learners, peers and other appropriate sources, and to use this understanding to inform practice in the organisation.

## Learning outcomes

**On completion of this unit a learner should:**

1   understand own role and responsibilities in relation to coaching

2   understand ways to identify individual coaching needs

3   understand key techniques to establish and maintain an effective coaching relationship

4   understand how to review progress

5   understand how to evaluate the effectiveness of own practice.

## Unit content

**1  Understand the role and responsibilities in relation to coaching**

*Roles and responsibilities of the coach*: the role of the coach, how to provide appropriate support, meeting individual needs; responsibilities to the learner and the organisation; personal and professional limits of responsibility; referral to specialist support

*Qualities and skills required in a coach*: range of skills needed; demonstrating an awareness of needs and the issues impacting on the individual learner; qualities of an effective coach, eg sensitive, non-judgmental, timely and empathic manner; appreciation of own limitations and when to refer where appropriate

*Resources/materials required for coaching*: access to appropriate range of documentation to help measure or clarify learners' needs, eg learning styles questionnaires, basic/key skills questionnaires, study skills questionnaires, dyslexia tests, team working/roles test etc; use of video or audio tape facilities for recording coaching meeting where appropriate, eg role-playing

**2  Understand ways to identify individual coaching needs**

*Individual learning needs*: understanding individual learning needs, eg through creating a positive environment in which the learner feels secure enough to identify the a range of issues (including personal issues; exploring academic issues that impact on the ability to learn, eg time management, study skills, basic/functional skills, specific/special learning needs, eg dyslexia, autism, ADD/HADD (Attention Deficit Disorder/Hyperactivity Attention Deficit Disorder)

*Individual learning styles*: recognising a range of learning styles in order to engage with the learner through coaching eg preferences for visual, auditory and kinesthetic, Cognitive, Attitudinal, Psychomotor, Multiple Intelligences, Activist, Reflector, Theorist, Pragmatist, motivation and experiential learning, group and individual learning; sensory preferences, tangible/abstract, sequential/random; enabling learners to recognise their own preferred learning style as a part of empowering the individual; encouraging learners through building on their strengths and increasing their skills in areas of identified weakness, eg SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

3 **Understand key techniques to establish and maintain an effective coaching relationship**

*Styles of coaching*: eg proactive — putting in place a series of strategies that anticipate the learners' needs, such as study skills, assignment writing or practical skills sessions — or reactive — responding to learners' coaching needs; the active listening approach to coaching — allowing learners to explore their own issues in order to work around to finding their own solutions; the experienced practitioner — providing guidance based on the coach's own skills, knowledge and experience; the negotiator — negotiating with learner and others to use a range of skills and experience to enable to learner to achieve their potential

*Codes of conduct, ground rules and confidentiality*: organisation policies and procedures; an awareness of appropriate codes of conduct in establishing a coaching relationship; establishing and negotiating ground rules that underpin the coaching relationship; instilling and developing appropriate core values and positive attitudes in learners; recognising the need for confidentiality; confidentiality; appropriate intervention strategy which reduces the possibility of conflicts in confidentiality

*Clarifying goals and exploring options*: discussing ideas with learners; listening and responding to learners'; establishing and maintaining effective relationships using effective communication to promote learners' participation; establishing the importance of negotiation skills in exploring options; awareness of own body language and its meaning in a number of cultural contexts; understanding the need for target setting and action planning

*Barriers to learning*: recognising the potential barrier to learning based on communication issues, eg body language, language, pacing, active listening, 'pause and pounce'; individual learner's abilities and limitations in communication skills; recognising issues leading to disengagement, disempowerment or lack of motivation; understanding external factors or de-motivators creating barriers to individual achievement of goals

*Building rapport*: how to establish an open and non-judgmental approach to coaching; negotiating the shared purpose and desired outcomes for the relationship; learners are encouraged to share information or evidence of a learning achievement; recognising the learner's point of view in a coaching relationship; developing empathy in building rapport; appreciating the importance of rapport in building a relationship

*Creating an environment*: negotiating an appropriate physical environment for coaching session; providing a physical environment that ensures the learner feels secure; ensuring discussions take place free from interruptions; establishing strategies for building a positive climate to encourage an appropriate relationship; the physical environment, including furniture is arranged to support a private discussion and a shared interest in the learners' progress without encroaching on personal space

4   **Understand how to review progress**

*Review progress and identify actions*: ensure learners and coaches have a clear and shared understanding of the purpose one to one meetings; appreciating the impact on the individual learner's progress and achievement of goals of personal issues, eg bullying, depression, financial difficulties, harassment, stress, drugs and alcohol abuse in order to address these to help achievement; provide appropriate opportunities to review and monitor progress with individual learners; recognise the need for target setting using appropriate timescales for meeting goals, eg bite-size chunks for targets, long-term and short-term targets appropriate to individual needs and abilities

*Good feedback*: giving positive feedback; use of SMART targets and action points; negotiation in ensuring learners understand that the achievement of SMART targets will take them nearer to their goal; process of change; ensuring feedback is fit for purpose; negotiating feedback with learners using appropriate language, specific to individual needs; using feedback in target setting, peer feedback, understanding principles of targeting strategies in feedback eg improvement score, and empowering learners, eg self assessment, realistic target setting, medal-and-mission, action planning

*Opportunities in the organisation to use learning*: formal and informal opportunities for individuals to use the outcome of coaching, eg sharing of outcomes with interested parties, reporting process, discussion or networking groups to allow for the sharing of good practice, additional study skills or assignment writing sessions, liaising with learning support provision; flexible or blended learning opportunities to meet individual learning needs; extended learning activities; design and development of inclusive learning materials and addressing issues of differentiation in the design of programmes and resources

5   **Understand how to evaluate the effectiveness of own practice**

*Evaluate own role*: recognising the importance of using learner evaluations and using a range of sources to evaluate own practice, eg manager appraisal; review own approaches, strengths and development needs in relation to coaching, eg SWOT Analysis (strengths, weaknesses, opportunities, threats); establishing personal barriers to the coaching, eg communications skills (verbal and non-verbal), negotiation skills; development opportunities to improve own practice in relation to working with learners in a coaching; opportunities to share good practice with colleagues, eg through INSET

## Assessment criteria

| Outcomes | Assessment criteria |
|---|---|
| **The learner will:** | **To achieve each outcome a learner must demonstrate the ability to:** |
| 1 Understand own role and responsibilities in relation to coaching. | 1.1 Identify and analyse the role and responsibilities of the coach, discussing the boundaries of the role<br><br>1.2 Identify and discuss the qualities and skills required in a coach<br><br>1.3 Identify and justify resources and/or materials required for coaching. |
| 2 Understand ways to identify individual coaching needs. | 2.1 Identify and discuss individual learning needs that can be met through coaching<br><br>2.2 Identify and discuss individual learning styles that need to be considered when coaching. |
| 3 Understand key techniques to establish and maintain an effective coaching relationship. | 3.1 Identify and discuss styles of coaching to meet learner needs<br><br>3.2 Discuss and demonstrate the importance of a code of conduct, ground rules and confidentiality in a coaching relationship<br><br>3.3 Discuss and demonstrate ways of assisting coaches to clarify their goals and explore options to facilitate their achievement<br><br>3.4 Discuss and demonstrate how potential barriers to learning may be identified and overcome<br><br>3.5 Discuss and demonstrate ways of building rapport with individuals in coaching sessions<br><br>3.6 Discuss and demonstrate ways of creating an environment in which effective coaching can take place. |
| 4 Understand how to review progress. | 4.1 Explain how to review the coachee's progress, identifying and taking action as required<br><br>4.2 Discuss and apply good practice in providing feedback to learners on their progress<br><br>4.3 Identify appropriate opportunities in the organisation to apply learning received through coaching. |
| 5 Understand how to evaluate the effectiveness of own practice. | 5.1 Use reflective practice and feedback from others to review own coaching role and identify areas for development, suggesting modifications to own practice as necessary. |

## Essential guidance for tutors

### Delivery

This unit needs to reflect the level required by the assessment criteria. Learners need to appreciate the importance of using research to inform their own practice so that they are in a position to develop and improve their own practice. As with all option units the opportunities for independent or blended learning helps to ensure that each learner is able to relate the learning outcomes to their own, specific experiences. Reflecting on the approaches in the specific context of the organisation is important to establish the selection of coaching strategies to suit particular types of learners' needs. Use needs to be made of the documentation current to the context of the learning environment in order to meet the needs of the specific organisation.

This unit has been designed to enable learners to develop their own knowledge and understanding of coaching strategies and techniques so that these can be used to improve individual learning experiences. It should be used to encourage individuals to take increasing levels of responsibility for developing their own knowledge, skills, role and understanding of individual learners' needs through exploring the underlying principles that they can then apply to their own practical situations. By encouraging learners to share their own ideas and issues you should allow them to discuss their perceptions of different coaching styles as well as potential differences in codes of practice as well as different approaches to helping learners achieve their goals — or overcome barriers.

Where this unit is taught, at least in part, learners should be encouraged to work individually, in pairs and in groups in order to provide an opportunity to think through and compare ideas, share knowledge and understanding, to network and to assist in personal and professional development. As most of the unit requires the specific context-related evidence it is suited to individual study although tutor input can be used to establish the basic principles of counselling and coaching skills such as skills, beliefs, values and attitudes. Because of the advantages of combining individual research and evidence collection with sharing experiences and issues this option unit lends itself well to a blended learning approach.

### Assessment

This unit is at Level 4 and therefore it is necessary to achieve a balance between the practical experience and the underpinning knowledge and analysis. This needs to be reflected in the approach and language in all written work. Where evidence is provided this should subsequently be examined as part of the learning experience.

The design of assessment activities should aim to cover as wide a range of learning outcomes and assessment criteria as possible in order to reduce the pressure of assessment. The combination of assessment criteria should also encourage learners to see an overview to coaching where all the elements come together. It is important that learners are able to relate the different aspects of coaching in order to understand how the underpinning knowledge supports practice.

A range of practical materials should be provided which should include:

- sources of information for legislative/organisation requirements

- specific learning and development strategies and plans fit for purpose, learning contracts, individual learning plans, action plan pro forma

- research projects

- presentations

- practical exercises with supporting documentation

- video/audio evidence.

It is essential that there is a balance between theory and the application of knowledge gained through practical experience in order to meet the assessment criteria covered in the learning outcomes.

**Sample integrated assessment activity**

- Establishing the roles and responsibilities of a coach: Write your own job description to identify the roles, responsibilities *(Assessment criterion 1.1)*, qualities and skills *(Assessment criterion 1.2)* and resources *(Assessment criterion 1.3)* required in coaching. Analyse and justify the issues you have identified, along with potential barriers, in relation to your specialist area.

  Identify how the coaching role can be used to identify individual learning needs *(Assessment criterion 2.1)* and learning styles *(Assessment criterion 2.2)* so that needs can be met in an appropriate way.

- Development of relationships and empowering learners: Identify, discuss and justify styles of coaching to meet your learner needs *(Assessment criterion 3.1)*, considering the importance of a code of conduct, ground rules and confidentiality in a coaching relationship. *(Assessment criterion 3.2)* Use examples from your experience to discuss and demonstrate ways of assisting coaches to clarify their goals and explore options to facilitate their achievement *(Assessment criterion 3.3)* to demonstrate how you are able to identify and overcome potential barriers to learning *(Assessment criterion 3.4)* through exploring ways of building rapport *(Assessment criterion 3.5)* with individuals, creating an environment in which effective coaching can take place. *(Assessment criterion 3.6)*

  Use an example of at least ONE specific learner to demonstrate how you review their progress, identifying and taking action as required. *(Assessment criterion 4.1)* Review the strategies you have used for providing constructive feedback to learners on their progress *(Assessment criterion 4.2)* and identify appropriate opportunities in your organisation for your learners to be able to apply learning received through coaching. *(Assessment criterion 4.3)*

- Evaluate the effectiveness of your own practice: Use reflective practice and feedback from others to provide you with the opportunity to review your approaches, strengths and development needs in coaching, suggesting how you could plan for modifications to your own practice where necessary. *(Assessment criterion 5.1)*

**Resources**

Relevant videos, CD ROM, DVD, interactive systems, industry journals and publications, relevant government publications etc should be available for all learners. Suitable areas, simulators etc must be available together with opportunities, wherever possible, for learners to participate in actual situations.

Learners must have access to library and research facilities, including the internet. Tutors will need to ensure that learners have up-to-date information about their workplace, personal and welfare initiatives.

It is important to provide opportunities for access to a range of modern technologies, including PowerPoint, appropriate to the learners, the workplace and the learners' needs.

**Indicative reading for learners**

**Specific books**

Bee F and Bee R — *Learning Needs Analysis and Evaluation, 2nd Edition* (CIPD, 2003)

Madge J — *Listening skills* (Fenman Ltd, 2000)

Peterson R — *Training Needs Assessment* (Kogan Page, 1998)

Whitmore J — *Coaching for Performance, 3rd Edition* (Nicholas Breadley Publishing, 2002)

**Journals**

*People Management* (CIPD)

*Personnel Today*

*Training Journal*

**Other materials**

*Activities for Public Sector Training* (Gower, 1995)

Annett, Duncan, Stammers and Gray — *Task Analysis — Training Information Paper 6* (HMSO, 1971)

**Appropriate websites**

**Basic Skills Agency**
The Basic Skills Agency is the national development organisation for literacy and numeracy in England and Wales.

www.basic-skills.co.uk

**Becta**
Becta (British Educational Communications and Technology Agency) is a UK agency which supports all four UK education departments in their strategic ICT developments.

www.becta.org.uk

**Curriculum Online**
Curriculum Online is the Department for Education and Skills' Portal which gives direct access to the widest range of free and priced digital materials for teaching and learning.

www.curriculumonline.gov.uk

**DIUS**
Department for Innovation, Universities and Skills.

www.dius.gov.uk

**Key Skills**
A multi media resource available to print.

www.keyskillsincontext.co.uk

**LSC**
The Learning & Skills Council (Government body)

www.lsc.gov.uk

**LLUK**
Lifelong Learning (the Sector Skills Council for teaching and learning). SVUK developed the new QTLS Professional Standards, which are on the website.

www.lluk.org.uk

**Standards Unit**
Resources based on the developments for Subject Coaches.

www.goldust.org.uk

**Specific websites**

*Building a Training and Development Strategy*      www.cipd.co.uk/subjects/training

*E-Learning — The Learning Curve*      www.cipd.co.uk/changeagendas

Specific national training organisation requirements for coaching and mentor      www.ento.co.uk

www.richkidsmartkid.com

# Option unit:    Preparing for the Mentoring Role

**QCF Level:**        4

**Credit value:**    3

## Unit abstract

This option unit focuses on an understanding of the roles and responsibilities required of the teacher, trainer or tutor involved in the mentoring role. It explores the need to establish individual mentoring needs and the key techniques to maintain an effective mentoring relationship, establishing the means to review learner progress as well as your own practice.

The option unit also addresses the need to understand the boundaries of the role and the qualities, skills and resources required to fulfil the mentoring role in supporting the learning process, taking account of differences in learning styles. Most important is the need to build an appropriate relationship and rapport that helps to create an environment in which learners are encouraged to explore their own issues and negotiate targets that help them to achieve appropriate goals

This unit also highlights the importance of making use of appropriate opportunities to review learners' progress through the use of appropriate feedback, using target setting and action planning in a way that helps them towards achieving their goals. This provides and opportunity to link to key skills — improving own learning and performance.

As with all units this also provides opportunities to reflect on own practice and identify opportunities to develop skills with the aid of feedback from learners, peers and other appropriate sources, and to use this understanding to inform practice in the organisation.

## Learning outcomes

**On completion of this unit a learner should:**

1    understand own role and responsibilities in relation to mentoring

2    understand ways to identify individual mentoring needs

3    understand key techniques to establish and maintain an effective mentoring relationship

4    understand how to review progress

5    understand how to evaluate the effectiveness of own practice.

# Unit content

1 **Understand the role and responsibilities in relation to mentoring.**

*Roles and responsibilities of the mentor*: the role of the mentor, how to provide the appropriate level and type of support, guidance or direction to meet identified individual learners' needs; awareness of the responsibilities to the learner and the organisation; responsibility towards the individual learner in order to support, encourage and challenge; need to recognise the personal and professional limits of responsibility where issues are inappropriate to the mentoring context or need to be referred to specialist support

*Qualities and skills required in a mentor*: understanding of the skills required in dealing with a range of learners in an appropriate manner; demonstrating an awareness of needs and the issues impacting on the individual learner; personal and professional qualities of an effective mentor, eg sensitive, non-judgmental, timely and empathic manner; appreciation of own limitations and when to refer where appropriate

*Resources/materials required for mentoring*: access to appropriate range of documentation to help measure or clarify learners' needs, eg learning styles questionnaires, basic/key skills questionnaires, study skills questionnaires, dyslexia tests, team working/roles test etc; use of video or audio tape facilities for recording mentoring meeting where appropriate, eg role-playing

2 **Understand ways to identify individual mentoring needs**

*Individual learning needs*: understanding the importance of appreciating individual learning needs, eg through creating a positive environment in which the learner feels secure enough to identify the a range of issues (including personal issues) that have the potential to influence their achievement; exploring academic issues that impact on the ability to learn, eg time management, study skills, basic/functional skills, specific/special learning needs, eg dyslexia, autism, ADD/HADD (Attention Deficit Disorder/Hyperactivity Attention Deficit Disorder)

*Individual learning styles*: recognising and supporting a range of learning styles in order to engage with the learner through mentoring eg preferences for visual, auditory and kinesthetic, Cognitive, Attitudinal, Psychomotor, Multiple Intelligences, Activist, Reflector, Theorist, Pragmatist, motivation and experiential learning, group and individual learning; sensory preferences, tangible/abstract, sequential/random; enabling learners to recognise their own preferred learning style as a part of empowering the individual; encouraging learners through building on their strengths and increasing their skills in areas of identified weakness, eg SWOT analysis (strengths, weaknesses, opportunities, threats)

3 **Understand key techniques to establish and maintain an effective mentoring relationship**

*Styles of mentoring*: eg proactive — putting in place a series of strategies that anticipate the learners' needs, such as study skills, assignment writing or practical skills sessions — or reactive — responding to learners' mentoring needs as/when they arise; the active listening approach to mentoring — allowing learners to explore their own issues in order to work towards finding their own solutions; the experienced practitioner — providing guidance based on the mentor's own skills, knowledge and experience; the negotiator — negotiating with learner and others to use a range of skills and experience to enable to learner to achieve their potential

*Codes of conduct, ground rules and confidentiality*: organisation policies and procedures; an awareness of appropriate codes of conduct in establishing a mentoring relationship; establishing and negotiating ground rules that underpin the mentoring relationship; instilling and developing appropriate core values and positive attitudes in learners; recognising the need for confidentiality; assessing the limits of confidentiality in educational settings; recognising issues arising out of potential conflicts in interest or confidentiality; establishing an appropriate intervention strategy which reduces the possibility of conflicts in confidentiality

*Clarifying goals and exploring options*: discussing ideas with learners in a clearly to allow them the opportunity to explore their own experiences and issues; listening and responding to learners; establishing and maintaining effective relationships using effective communication to promote learners' participation; establishing the importance of negotiation skills in exploring options; awareness of own body language and its meaning in a number of cultural contexts; understanding the need for target setting and action planning

*Barriers to learning*: recognising the potential barrier to learning based on communication issues, eg body language, language, pacing, active listening, 'pause and pounce'; understanding the need to address individual learner's abilities and limitations in communication skills; recognising issues leading to disengagement, disempowerment or lack of motivation; understanding external factors or de-motivators creating barriers to individual achievement of goals

*Building rapport*: appreciating the need to establish an open and non-judgmental approach to mentoring; negotiating the shared purpose and desired outcomes for the relationship; learners are encouraged to share information or evidence of a learning achievement; recognising the learner's point of view in a mentoring relationship; developing empathy in building rapport; appreciating the importance of rapport in building a relationship

*Creating an environment*: negotiating an appropriate physical environment for mentoring session; providing a physical environment that ensures the learner feels secure; ensuring discussions take place free from interruptions; establishing strategies for building a positive climate to encourage an appropriate relationship; the physical environment, including furniture is arranged to support a private discussion and a shared interest in the learners' progress without encroaching on personal space

4   **Understand how to review progress**

*Review progress and identify actions*: ensure learners and mentors have a clear and shared understanding of the purpose and one to one meetings; appreciating the impact on the individual learner's progress and achievement of goals, eg bullying, depression, financial difficulties, harassment, stress, drugs and alcohol abuse in order to address these to help achievement; provide appropriate opportunities to review and monitor progress with individual learners; recognise the need for target setting using appropriate timescales for meeting goals, eg bite-size chunks for targets, long-term and short-term targets appropriate to individual needs and abilities

*Good feedback*: eg feedback that is positive and serves to identify clear targets; use of SMART targets and action points specific and appropriate to their individual needs — specific, measurable, achievable, realistic and time constrained (or transferable); using negotiation in ensuring learners understand that the achievement of SMART targets will take them nearer to their goal; effective in engaging people in a process of change; ensuring feedback is fit for purpose, eg clear, constructive on outcomes, meets timescale, appropriate; negotiating feedback with learners using appropriate language, specific to individual needs; using feedback in target setting, encouraging learners to reflect and feedback on their own progress, appreciating the importance of peer feedback, understanding principles of targeting strategies in feedback, eg improvement score, and empowering learners, eg self assessment, realistic target setting, medal-and-mission, action planning

5   **Understand how to evaluate the effectiveness of own practice**

*Evaluate own role*: recognising the importance of using learner evaluations and using a range of sources to evaluate own practice, eg manager appraisal; review own approaches, strengths and development needs in relation to mentoring, eg SWOT analysis (strengths, weaknesses, opportunities, threats); establishing personal barriers to the mentoring, eg communications skills (verbal and non-verbal), negotiation skills; development opportunities to improve own practice in relation to working with learners in a mentoring; opportunities to share good practice with colleagues, eg through INSET

## Assessment criteria

| Outcomes<br><br>The learner will: | Assessment criteria<br><br>To achieve each outcome a learner must demonstrate the ability to: |
|---|---|
| 1 Understand own role and responsibilities in relation to mentoring. | 1.1 Identify and analyse the role and responsibilities of the mentor, discussing the boundaries of the role<br><br>1.2 Identify and discuss the qualities and skills required in a mentor<br><br>1.3 Identify and justify resources and/or materials required for mentoring. |
| 2 Understand ways to identify individual mentoring needs. | 2.1 Identify and discuss individual learning needs that can be met through mentoring<br><br>2.2 Identify and discuss individual learning styles that need to be considered when mentoring. |
| 3 Understand key techniques to establish and maintain an effective mentoring relationship. | 3.1 Identify and discuss styles of mentoring to meet learner needs<br><br>3.2 Discuss and demonstrate the importance of a code of conduct, ground rules and confidentiality in a mentoring relationship<br><br>3.3 Discuss and demonstrate ways of assisting mentees to clarify their goals and explore options to facilitate their achievement<br><br>3.4 Discuss and demonstrate strategies which can be used to clarify situations and overcome misunderstandings<br><br>3.5 Discuss and demonstrate ways of building rapport with individuals in mentoring sessions<br><br>3.6 Discuss and demonstrate ways of creating an environment in which effective mentoring can take place. |
| 4 Understand how to review progress. | 4.1 Explain how to review the mentee's progress, identifying and taking action as required<br><br>4.2 Discuss and apply good practice in providing feedback to mentees on their progress. |
| 5 Understand how to evaluate the effectiveness of own practice. | 5.1 Use reflective practice and feedback from others to review own mentoring role and identify areas for development, suggesting modifications to own practice as necessary. |

## Essential guidance for tutors

### Delivery

As with all option units the opportunities for independent or blended learning help to ensure that each learner is able to relate the learning outcomes to their own, specific experiences and specialist area. It is important to establish the importance in the selection of approaches to mentoring to suit particular types of learners' needs and specific organisations or contexts. Use needs to be made of the documentation current to the range of learning environments and different organisations and the impact that this has on the approach to mentoring. As it is important for individuals to be able to collect their own evidence and relate it to the assessment criteria for this unit this reinforces the value of the independent, directed study approach.

This option unit has been designed to enable learners to develop their own knowledge and understanding of mentoring techniques that can be used to improve the individual learning experiences. It should be used to encourage individuals to take responsibility for developing their own knowledge, skills and understanding of individual learners' needs through exploring the underlying principles that they can then apply to their own practical situations. It allows for specialist approaches to mentoring to demonstrate how these reflect the particular needs of learners and the learning environment or organisation they operate within.

If it is decided that taught elements are more suited to the skills, experience and expertise of the learners then they should be encouraged to work individually, in pairs and in groups in order to provide an opportunity to explore and compare ideas, share experiences, knowledge and understanding, to network and to assist in personal and professional development. As most of the unit requires the specific context-related evidence it is suited to individual study although tutor input can be used to establish the basic principles of mentoring skills such as skills, beliefs, values and attitudes. The use of role play with colleagues to help improve skills and expertise such as listening skills and developing empathy. There are also opportunities for practical activities such as creating their own examples of SMART targets, drawing them out from real information about real learners. This can also be combined with other professional development activities such as running short workshop sessions to raise awareness, improve understanding and generate contributions to a bank of SMART targets or other counselling skills appropriate to mentoring.

**Assessment**

This option unit is at Level 4 and therefore it is necessary to achieve a balance between the practical experience and the underpinning knowledge and analysis. This needs to be reflected in the approach and language in all written work.

The design of assessment activities should aim to cover as much of the range of learning outcomes and assessment criteria as possible in order to reduce the pressure of assessment. It is important that learners are able to relate theory to different aspects of mentoring in order to understand how the underpinning knowledge supports practice.

A range of practical materials should be provided which could include:

- sources of information for legislative/organisation requirements

- learning contracts, individual learning plans, action plan pro forma

- case studies

- video/audio evidence.

It is essential that some use is made of appropriate theory and the application of knowledge gained through practical experience in order to meet the assessment criteria covered in the learning outcomes.

**Sample integrated assessment activity**

- Establishing the roles and responsibilities of a mentor: Write your own job description to identify the roles, responsibilities *(Assessment criterion 1.1)*, qualities and skills (*Assessment criterion 1.2*) and resources *(Assessment criterion 1.3)* and use this to analyse and justify these requirements in relation mentoring. Discuss the issues as you have experienced them in practice, along with potential barriers, in relation to your specialist area.

  Identify and discuss how the mentoring role can be used to establish individual learning needs *(Assessment criterion 2.1)* and learning styles *(Assessment criterion 2.2)* that have to be considered in mentoring.

- Development of relationships and empowering learners: Identify and discuss the styles of mentoring that meet your learner needs *(Assessment criterion 3.1)*, considering the importance of a code of conduct, ground rules and confidentiality in a mentoring relationship. *(Assessment criterion 3.2)* Use examples from your experience to discuss and demonstrate ways of assisting mentees to clarify their goals and explore options to facilitate their achievement *(Assessment criterion 3.3)* to demonstrate how you are able to clarify situations and overcome misunderstandings *(Assessment criterion 3.4)* to learning through exploring ways of building rapport *(Assessment criterion 3.5)* with individuals, creating an environment in which effective mentoring can take place. *(Assessment criterion 3.6)*

- Use an example of at least ONE specific learner to demonstrate how you review their progress, identifying and taking action as required. *(Assessment criterion 4.1)* Explain your approach for providing constructive feedback to learners on their progress *(Assessment criterion 4.2)* and identify appropriate opportunities, in your organisation, for your learners to be able to apply learning received through mentoring. *(Assessment criterion 4.3)*

- Evaluate the effectiveness of your own practice: Use reflective practice and feedback from others to provide you with the opportunity to review your approaches, strengths and development needs in mentoring, along with your ideas for development, suggesting modifications to your own practice as necessary. *(Assessment criterion 5.1)*

**Resources**

Relevant videos, CD ROM, DVD, interactive systems, industry journals and publications, relevant government publications etc should be available for all learners. Suitable areas, simulators etc must be available together with opportunities, wherever possible, for learners to participate in actual situations.

Learners must have access to library and research facilities, including the internet. Tutors will need to ensure that learners have up-to-date information about their workplace, personal and welfare initiatives.

It is important to provide opportunities for access to a range of modern technologies, including PowerPoint, appropriate to the learners, the workplace and the learners' needs.

**Indicative reading for learners**

**Specific books**

Bee F and Bee R — *Learning Needs Analysis and Evaluation, 2nd Edition* (CIPD, 2003)

Madge J — *Listening skills* (Fenman Ltd, 2000)

*Miller W R and Rollnick S — Motivational Interviewing, 2nd Edition (New York, Guilford Press, 2002*)

Peterson R — *Training Needs Assessment* (Kogan Page, 1998)

Whitmore J — *Coaching for Performance, 3rd Edition* (Nicholas Breadley Publishing, 2002)

**Journals**

*People Management* (CIPD)

*Personnel Today*

*Training Journal*

**Appropriate websites**

**Becta**
Becta (British Educational Communications and Technology Agency) is a UK agency which supports all four UK education departments in their strategic ICT developments.

www.becta.org.uk

**Curriculum Online**
Curriculum Online is the Government's Portal which gives direct access to the widest range of free and priced digital materials for teaching and learning.

www.curriculumonline.gov.uk

**DIUS**
Department for Innovation, Universities and Skills.

www.dius.gov.uk

**LSC**
The Learning and Skills Council (government body).

www.lsc.gov.uk

**LLUK**
Lifelong Learning UK (the Sector Skills Council for teaching and learning). LLUK developed the new QTLS Professional Standards, which are on their website.

www.lluk.org.uk

**Specific websites**

*Building a Training and Development Strategy*    www.cipd.co.uk/subjects/training

*E-Learning — The Learning Curve*    www.cipd.co.uk/changeagendas

Specific national training organisation requirements for coaching and mentoring    www.ento.co.uk

# Option unit: Delivering Employability Skills

**QCF Level:**        **4**

**Credit value:**     **6**

## Unit abstract

In order to help learners become employable and to sustain employment, there are a number of personal skills and competencies that an employability skills trainer/teacher should have. In addition to these, they need an understanding of employer requirements and experience of the workplace.

This unit provides the opportunity to analyse and define employability skills and to explore ways of engaging and developing learners' personal attributes and effectiveness in relation to the world of work. Employability skills teachers should be able to communicate effectively with groups and individuals to enable them to understand the needs of employers in addition to their own needs.

In order to effectively plan training/teaching sessions, teachers must understand and be able to define employability skills. To do this successfully trainers should not only be able to undertake a personal skills audit but also be able to communicate how others should carry out a similar exercise. Understanding their own skills and competencies will be key to empowering learners. Teachers should also be able to demonstrate good communication, time and stress management skills and be able to train a demographic mix of learners the same skills.

To complete this unit, teachers need to show how they would devise and use a variety of materials and activities to motivate and stimulate learners.

## Learning outcomes

**On completion of this unit a learner should:**

1   demonstrate and evaluate personal qualities, skills and competencies to plan and develop strategies for employability skills delivery

2   employ a range of communication skills and methods and be able to transfer these skills to others

3   design, use and review the use group contracts, rewards and penalties that reflect the employability and the workplace

4   demonstrate session planning skills appropriate to employability with a focus on creativity and innovation to engage learners

5   demonstrate continuous personal development to reflect changing sector/market place requirements.

## Unit content

1 **Understand the difference between employability skills and employment skills**

*Employability skills*: definition of employability, eg: personal effectiveness, social skills, working with others, use of initiative, benefits of employability skills for all key partners ie learners and employers; generic skills across sectors

*Employment skills*: definition of employment skills eg: CVs, letters of application, application forms, first impressions, interview techniques; reasons for employment; vocational skills, knowledge and understanding; experience gained through work experience, holiday or part-time jobs

*Workplace*: definition of workplace; understanding of working practices; ethos, philosophy, culture, organisational structures, workplace politics and relationships

*Advantages*: recognition of long-term impact, eg keeping a job, being valued; broader implications, eg contribution to organisation, career structure; getting a job; benefits of employability skills

*Disadvantages*: limitations of employment skills — eg related only to gaining work; short-term benefits

2 **Understand the personal qualities, skills and competencies needed for employability skills delivery**

*Skills*: analyse current skills in terms of workplace, skills audit, working with people, leadership, presenting and adapting to change, knowledge of specific and generic vocational skills, communication skills, empathy, understanding the needs/demands of the workplace

*Qualities*: flexibility, team player, effective leadership skills, eg setting direction, setting standards, motivating, innovative, credible, responsive, understanding audience needs, effective communicator, reliability, consistency

*Competencies*: planning, preparation, time management, goal setting, IT, SWOT analysis, researching changes in the workplace, responding to challenge, supportive of others, engaging others in a way that empowers and encourages individuals' own confidence

*Skills*: eg awareness of the needs of others, listening, questioning, using appropriate tone and voice, appropriate use and awareness of body language, clear delivery, direct and clear spoken language, feedback, team working

*Methods*: range of formats, eg video, PowerPoint, handouts, question and answer, flipchart, whiteboard, games, role-play, individual presentations to build individual confidence and skills, feedback systems, eg forms, one-word feedback, question and answer

*Constructive feedback techniques*: theories, 360 degree, sandwich method, praise, constructive criticism formal feedback, informal opportunities, verbal or written, peer, confidentiality

*Skills*: active listening, questioning, probing, summarising, engaging the learner in the process, empathy, uncritical in encouraging learners to find their own solutions

3 **Understand how to plan and deliver creative, innovative and inclusive sessions appropriate for employability skills delivery**

*Planning*: strategies for establishing the learners' needs, using variety, creative approaches, learning styles, assessment requirements, work related learning activities

*Support materials*: relevant to sessions, extended activities and knowledge, work related in context, professional in presentation, varied in style and format, addressing specific learners' needs

*Training techniques*: presentation, discussion, PowerPoint, teamwork, influencing, role play, ice breakers, SWOT analysis, simulation to create a realistic work environment

*Innovation*: being creative, using originality, novelty, being flexible and adapting, using new ideas, thinking outside the box, active learning, challenging and empowering individuals, sharing ownership for learning

4 **Understand how environment and personal presentation influence the success of employability skills training**

*Environment*: room arrangement to reflect workplace, eg training room, office, breakout room; use of equipment appropriate to the workplace, simulation, work placement or work experience evidence brought into the learning context

*Strategies*: expectations of learners, eg behaviour as in the workplace, punctuality, dress, formality; use of workplace conduct; health and safety checks

*Dress and behaviour*: expectations of appropriate dress for the workplace (sector specific) time keeping; manner, eg social interaction, workplace etiquette

*Strategies*: training activities, eg fashion show, debate about dress codes, visits to workplace to observe

5 **Understand how to use group contracts, rewards and penalties to reflect the workplace**

*Group contract*: learners' expectations, rights and responsibilities; group to share group guidelines; establishing a group contract — how to negotiate, establishing boundaries, being inclusive, being realistic, discussing and agreeing acceptable conduct within the learning environment

*Workplace practices*: disciplinary procedures, appraisal, personal review procedures, grievance procedures, employment contracts, benefits, bonuses, promotion

*Behavioural parameters*: modeling behaviours on the workplace, eg acceptable behaviour, dress code, attendance, timing, team work, taking responsibility; appropriate role models, reflecting the individual's own perceptions and understanding; shared work experience; recognising the skills needed to succeed in the workplace, sharing expectations with others

*Negotiation*: different approaches — democratic, being inclusive, compromise, how to achieve results, setting and meeting outcomes, recognising causes and consequences of discrimination on the basis of colour, religion, race, age, gender, building expectations into group contract

6 **Understand the need for continuous personal development to reflect changing sector/marketplace requirements**

*Updating*: keeping up to date in industrial sector; ensuring awareness of all sector specific legislation as relates to work context; visit trade shows and exhibitions, subscribe to industry/trade journals; establish links with employers, secondment, work shadowing

*Methods*: self-evaluation, 360 feedback technique; learner feedback; evaluation at end of sessions; ILP; having a mentor, peer observation and feedback, SWOT analysis, reflective practice, eg creating an action plan, researching opportunities for personal and professional development, self/staff appraisal

## Assessment criteria

| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>To achieve each outcome a learner must demonstrate the ability to: |
|---|---|
| 1 Understand the difference between employability skills and employment skills. | 1.1 Discuss the difference between employability skills and employment skills<br><br>1.2 Review the advantages and disadvantages of each in the current marketplace/workplace. |
| 2 Understand the personal qualities, skills and competencies needed for employability skills delivery. | 2.1 Analyse the skills, qualities and competencies required for delivering employability skills and review own strengths and weaknesses in this context<br><br>2.2 Demonstrate and evaluate interpersonal skills and a range of creative communication techniques appropriate to persuasive employability skills delivery<br><br>2.3 Select, use and justify a range of constructive feedback techniques to underpin employability skills training. |
| 3 Understand how to plan and deliver creative, innovative and inclusive sessions appropriate for employability skills delivery. | 3.1 Explain and justify how the needs of target audiences should be taken into account when planning and preparing employability skills training sessions and support materials<br><br>3.2 Identify and review the strengths and weaknesses of a range of training techniques and approaches to teaching employability skills to highlight the importance of creativity and innovation. |
| 4 Understand how environment and personal presentation influence the success of employability skills training. | 4.1 Employ and evaluate a range of strategies used to transform the training area to reflect a realistic working environment<br><br>4.2 Employ and evaluate a range of strategies that challenge pre-conceptions of appropriate dress and behaviour. |

| Learning outcomes | Assessment criteria |
|---|---|
| **The learner will:** | **To achieve each outcome a learner must demonstrate the ability to:** |
| 5 Understand how to use group contracts, rewards and penalties to reflect the workplace. | 5.1 Discuss the principles of the design of group contracts, justifying how they reflect the needs of the workplace<br><br>5.2 Analyse ways of negotiating and defining behavioural parameters for employability training in the production of the group contract. |
| 6 Understand the need for continuous personal development to reflect changing sector/marketplace requirements. | 6.1 Explain, justify and use a proactive approach to personal updating and development which will reflect changing sector/marketplace requirements<br><br>6.2 Use reflective practice and feedback from others to evaluate own role in delivering employability skills and identify areas for personal development, suggesting modifications to own practice. |

## Essential guidance for tutors

### Delivery

Evidence for this unit will be mainly experiential and learners will need to conduct original and motivating sessions with learners to demonstrate their own skills and to inspire learners. Learners will need to demonstrate their own knowledge of workplace procedures to establish their credibility and should be encouraged to examine sectors outside of their current experience. Learners will need the opportunity to demonstrate their understanding of various working environments and this may be achieved through the interpretation of set scenarios and through making contact with employers. In developing skills in this area, learners will need to work with teachers to draw up a working contract that applies to the training area and establishes standards that both trainer and learners agree to abide by; for example punctuality, attendance, acceptable and non-acceptable behaviour, dress code. The contract should also include a reward system and agreed penalties for breach of contract. This may be done initially under supervision and revisited at a later date.

It is valuable to use any possible links with employers to contextualise the learning process and ensure credibility. Visits to organisations as well as utilising speakers and administrative staff within own organisation can also be beneficial.

### Assessment

The key assessment tool for this unit is observation. At this level learners should be able to present evidence in original and creative ways but they will need to be actively engaged with learners. Learning outcome 1 may be partly achieved through observation and assessment of a variety of set scenarios or through written evidence. The negotiation of a working contract between learners and teachers may be evidenced initially by the contract but observation and learner feedback on its implementation and success are critical. Evidence for this unit should clearly demonstrate that interaction with learners demonstrates a range of skills including effective feedback in both positive and negative situations. How motivation and commitment of learners was addressed and maintained should also be evidenced.

### Sample integrated assessment activity

- Create and deliver a presentation which differentiates between employability and employment skills *(Assessment criterion 1.1)* and the advantages and disadvantages of each in the current marketplace or workplace. *(Assessment criterion 1.2)* Carry out a skills audit through which you can analyse your own abilities in relation to the skills, qualities and competencies required for delivering employability skills *(Assessment criterion 2.1)* as well as the interpersonal skills *(Assessment criterion 2.2)* and feedback techniques *(Assessment criterion 2.3)* needed to ensure success.

- Use lesson plans to illustrate and then justify how you adapt your planning and preparation for employability training. Show the resources used to meet the specific needs of your target group. *(Assessment criterion 3.1)* Identify the strengths of the training techniques and approaches which highlight the importance of creativity and innovation in planning. Also discuss the weaknesses of such an approach. *(Assessment criterion 3.2)*

- Evaluate a range of strategies used for planned sessions to assess how far they create a realistic working environment. *(Assessment criterion 4.1)* Discuss the effect this has on learners' attitudes to dress codes and behaviour. *(Assessment criterion 4.2)* Through discussion evaluate the effectiveness of group contracts and ways of negotiating a contract within the context of acceptable behaviours for the workplace. *(Assessment criteria 5.1, 5.2)*

- Use reflective practice and the feedback from others to evaluate your own role in delivering employability skills. *(Assessment criterion 6.2)* From this identify ways of ensuring your own personal and professional development to reflect changing sector requirements. *(Assessment criterion 6.1)*

**Links to Professional Standards**

New Professional Standards in Initial Teacher/Tutor/Trainer Education Standards — available from LLUK, at the following web address: www.lluk.org.uk.

**Essential resources**

These will include leaflets, worksheets and videos about the subject. A physical resource for example a training office or visits to industry or workplace settings would greatly add value to the learning associated with this unit.

**Indicative reading for learners**

**Books**

With new technologies available textbooks can date very quickly and Edexcel does not recommend specific books. Tutors should research and use their own selection, highlighting selected passages or chapters for learners to use.

**Websites**

www.bbc.co.uk/science (Senses Challenge)

www.businessballs.com (*Code of Practice,* and *Fantasticat*)

www.richkidsmartkid.com

# Option unit: Evaluating Learning Programmes

**QCF Level:** 4

**Credit value:** 3

## Unit abstract

This unit provides an opportunity to reflect on the ways in which information is gathered, and on the success of teaching and learning programmes. It examines the principles behind the process of evaluation and the important place this has in the developing of programmes based on the combined input from learners, teachers, the teams and the organisation.

It is essential that the approach used in the gathering of evidence is rigorous and addresses the needs of the learners and the course. It is important that evaluation is viewed as having an important part to play in the development of programmes and can be thoughtfully integrated within the learning programme.

This unit allows individuals to demonstrate their ability to select appropriate methods of collecting, producing, analysing and drawing conclusions based on transparent evidence. It also allows opportunities to cover minimum core requirements for statistical interpretation.

The learning outcomes of this unit provide the opportunity to demonstrate the effectiveness of the evaluation process through indicating ways the results can be put to use to indicate how teams can use the information to build on good practice in particular areas.

## Learning outcomes

**On completion of this unit a learner should:**

1 understand the principles of evaluating learning programmes

2 understand and use appropriate evaluation methods

3 understand how to collect and analyse data for the purpose of evaluating learning programmes

4 understand how evaluation results can be used to improve learning programmes

5 understand how to evaluate the effectiveness of own practice.

# Unit content

1 **Understand the principles of evaluating learning programmes**

*Evaluation teaching and learning*: distinguishing between assessment(product) and evaluation (process); purpose of evaluation — programme development, reflective practice, team planning; strategies; evaluation by learners, teacher, tutor, team, organisation, stakeholders; timing of evaluation; underlying principles — motivating learners through active involvement, individual reflective practice, providing irrefutable evidence for measuring success of curriculum design, highlighting areas for development

*Applying evaluation*: measuring success of induction process in meeting learners' needs; checking programme meets learners' needs after an initial period; checking resources are fit for purpose; terminal review to aim planning for subsequent programmes; review handbook/assessment design; aiming to share ownership throughout the learning process; basis of personal/team/organisation review, eg SAR (Self Assessment Review)

2 **Understand and use appropriate evaluation methods**

*Evaluation programme*: mapping evaluation into teaching programme; sharing opportunities for engaging learners; agreeing with team members the design of fit for purpose evaluation at start, during, at end and after course; negotiating responsibilities for evaluation — learner representative, course manager, team members, line manager; organisational policies and procedures; design and implementing of evaluation procedure; responding to evaluation

*Evaluation aims*: qualitative and quantitative data collection; evaluation through open and closed questioning; satisfaction with approach to teaching and learning; attitude of teacher; appropriateness of variety of learning activities; opportunities for differentiation recognising different learners' needs; suitability of resources — including ICT; appropriate support; assessment to meet learner, course and organisational requirements; suggestions for areas for improvement; best and worst; being seen to respond

*Methods of evaluation*: Q&A; group discussion — with or without teacher presence; group representative feeding back to teaching team; Post-its — positive and negative aspects; visual/fun pro forma 'Field of Words', 'How do I feel?', 'smiley faces'; formal evaluation pro forma; timescales/frequency

3   **Understand how to collect and analyse data for the purpose of evaluating learning programmes**

*Collection of data*: organisational policies and procedures; quality assurance practice; freedom of information; confidentiality; learners' rights for anonymity; discretionary feedback; reliability, currency, suitability of data collection; statistical approach to data analysis

*Methods of data collection*: formal evaluation pro forma — use of open and closed questions; graded responses — excellent through to poor, 1-4 or 4-1(even rather than odd to avoid middle path);design fit for intended learners; suitable for extraction of valid and relevant information; data suitable for presentation in table form for frequency analysis; data suitable for statistical analysis — mean, range; skewed data; allowing learner ownership; avoiding directing responses; non-biased

*Methods of data analysis*: applying research techniques; opportunities for minimum core numeracy and ICT (eg Access software for data manipulation); extracting evidence from qualitative data; working out ranges and averages from qualitative and quantitative data; identifying significant data; recognising anomalies; analysing evidence as course tutor, as a member of a team and with the stakeholders; sharing the analysis; discussion; drawing conclusions from data analysis

4   **Understand how evaluation results can be used to improve learning programmes**

*Presenting evaluation results*: written report; summary report; table of results from quantitative data; tabulation of qualitative data; range; mean; variation; graphic presentation — bar chart/histogram; pie chart; line/multiple line graphs to show comparisons/timescales; presentation to suit target audience, eg learners, team, line manager, organisation, awarding body; PowerPoint presentation; informal feedback

*Improving learning programmes*: recording outcomes for contribution to team meetings; learner representation; feedback to learners to involve and motivate; analysis contributing to action planning — individual and team; sharing good practice; planning for peer observation to expand personal experiences; planning of course handbook/teaching and learning strategies/resources/assessment strategy; team SWOT analysis (strengths, weaknesses, opportunities, threats); identifying areas for personal and professional development

5   **Understand how to evaluate the effectiveness of own practice**

*Reflection on own evaluation*: review strategies for evaluation; identify opportunities for engaging learners in evaluation; creating naturally occurring opportunities for course evaluation; evaluating and recording teaching sessions; familiarity with data collection and analysis techniques; measures for ensuring reliability of data collection; regularly review methods for effectiveness; personal SWOT; personal action plan; identifying opportunities for continuing professional development (CPD); improving own numeracy/ICT skills

## Assessment criteria

| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |
|---|---|
| 1 Understand the principles of evaluating learning programmes. | 1.1 Identify and analyse the principles of evaluating learning<br><br>1.2 Discuss how the principles can be applied to learning programmes. |
| 2 Understand and use appropriate evaluation methods. | 2.1 Identify and develop an appropriate framework for the evaluation of learning programmes<br><br>2.2 Devise appropriate objectives in order to achieve evaluation aims<br><br>2.3 Identify, justify and apply appropriate methods for evaluating the effectiveness of learning programmes. |
| 3 Understand how to collect and analyse data for the purpose of evaluating learning programmes. | 3.1 Identify and apply relevant guidelines and legislation relevant to the collection and analysis of data<br><br>3.2 Identify, justify and apply methods for the collection of data to be used for evaluation of learning programmes<br><br>3.3 Identify, justify and apply methods for the analysis of data to be used for evaluation of learning programmes. |
| 4 Understand how evaluation results can be used to improve learning programmes. | 4.1 Use appropriate techniques and methods to present an analysis of the evaluation results<br><br>4.2 Explain how the results can be used to improve learning programmes, indicating factors to be taken into consideration in their implementation. |
| 5 Understand how to evaluate the effectiveness of own practice. | 5.1 Review own practice in evaluating learning, reflecting on validity and reliability of data collected and the effectiveness of methods used. |

## Essential guidance for tutors

### Delivery

Evaluation is an essential tool in the delivery and development of all courses and this should be effectively demonstrated by example through the delivery of this unit. Through the use of regular evaluation should there be the opportunity for learners to appreciate the value of actively involving learners in the teaching and learning process — especially where the results of evaluation are transparent, shared with the learners and with visible outcomes that are acted upon by the course team.

The most significant aspect of this unit will be the opportunity to share good practice with the learning group — and between the group members. A range of approaches to evaluation should be used, formal and informal, written and verbal, by the learners, by the course team and by the organisation. Experiential learning will allow learners to take away from this unit different aspects of the evaluation process to adapt and use in their own teaching context. Attention must be given to supporting learners in the development of the specific numeracy and manipulation of statistical evidence skills required for both the analysis of the outcome of different evaluation strategies and the presentation of evidence, suitable for different target groups.

Delivery of this unit should include opportunities for exploring the issues around evaluation through the use of presentations, case studies, role plays, analysis of video recordings, visits from managers involved in the quality assurance process, ICT specialists to support data manipulation and interpretation and learning/study centres to provide underpinning knowledge. Learners should be encouraged to develop and apply their own understanding of the principles of evaluation, based on their own context and sharing experiences with others.

The teaching/learning methods used should draw on material from the learner's personal and professional experience wherever possible. This will help learners to develop the reflective practices and recognise the transferability of skills and knowledge necessary in a changing and dynamic environment. It should also be used to encourage a willingness to adapt and adopt different approaches that increase the flexibility of teaching and learning techniques in order to be able to respond to a variety of learners' needs, identified through evaluation.

### Assessment

The assessment approach for this unit should emphasise the practical nature of the process involved in evaluating learning programmes effectively. Individuals should be provided with a variety of different approaches to evaluation in order to be able to appreciate fully what makes for effective evaluation. Evidence needs to demonstrate how learners are involved in the evaluation of their own learning and how they receive feedback reflecting the way that their suggestions have been responded to.

It is essential that the evidence for this unit provides an opportunity to demonstrate a range of approaches to the analysis and presentation of data so that the results may be shared with stakeholders. As this unit is Level 4 it is necessary that the selection of the strategies should be justified by reference to background reading.

The range of evidence for the assignment should reflect the importance of evaluation from the learners' perspective and the teacher's perspective, as well as the team and organisation, in order to help in the development of programmes.

- Learner self-assessment through the reflective elements of session planning and resource development.

- Learner self-assessment through annual self-assessment review.

- Evaluation based on feedback from observation of teaching practice, negotiated with the observer in order to identify areas of good practice along with areas for development.

- Peer assessment, as in oral presentations, developing skills of feedback and communication. Learners must show an ability to effectively receive and respond to feedback in order to develop own practice.

- Review of organisation policies/procedures relating to quality assurance and quality review days, or equivalent.

- Examples of induction evaluation and review from learning group, along with appropriate form for presenting of information and action planning as a result of the review.

- Example of ongoing/regular course evaluation from learners along with evidence of this being shared with the learners, team and organisation — as appropriate.

- Report based on terminal evaluation to include examples of learner evaluations, statistical presentation of data — qualitative and quantitative — with justifications for the approach taken and conclusions with proposals for implementation.

Assessment should focus principally on the application of skills, knowledge and understanding within existing professional practice and at Level 4. Learning activities should be based on appropriate, realistic and practical situations. The emphasis should be placed on appropriate research, using a range of resources, in order to provide supporting evidence of the underlying principles behind evaluation and development of programmes.

**Sample integrated assessment activity**

- Design the framework for the evaluation of a specific programme *(Assessment criterion 2.1)* which reflect good practice in meeting the needs of the learners, the course, the team and the organisation. *(Assessment criterion 2.3)* Identify responsibility for evaluation at different stages in the programme, eg post induction, regularly throughout the programme and terminal — and justify the approach adopted in relation to the specific programme.

- Produce an evaluation pro forma and justify its use *(Assessment criteria 2.2, 3.1, and 3.2)* explaining how and why the data collected is to be used and disseminated.

- From an evaluation undertaken with a specific group provide a range of qualitative and quantitative evidence *(Assessment criterion 3.3)*, using a variety of forms, eg tables and graphs, in order to come up with conclusions that may be supported by the evidence. *(Assessment criterion 4.1)* Describe the process by which this information is then used to impact on the course programme. *(Assessment criterion 4.2)*

**Links to Professional Standards**

New Professional Standards in Initial Teacher/Tutor/Trainer Education Standards — available from LLUK, at the following web address: www.lluk.org.uk.

**Essential resources**

Learners need access to organisational policies and procedures relating to quality assurance documentation that reflects the approach to course evaluation, recording and implementation of outcomes. Organisations will normally have a standardised procedure for evaluation and feedback — as from days set aside for regular course reviews and annual self-assessment reviews, based on personal evaluation as well as that from the learners and colleagues. Opportunities for discussion with more experienced colleagues will provide an essential source of support and guidance in understanding the nature and purpose of evaluation.

Access to academic and professional literature through learning and resource centre facilities should provide the underpinning knowledge necessary to support and develop reflective practice and the ability to evaluate the strengths and weaknesses of personal and professional practice. A variety of different types of pro forma should be made available in order for learners to understand the principles of good practice.

Normal photocopying facilities and other reprographic arrangements need to be available, together with ICT access and presentational equipment (preferably including video and PowerPoint).

# Annexe A

## QCA codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedules, Section 96 and Section 97, and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA NQF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QAN for the qualification in this publication is:

500/21/01/1    Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector

# Annexe B

**Level 3 key skills mapping — summary of related opportunities for Unit 1 at Level 3**

| Key skills | Learning outcome 1 | Learning outcome 2 | Learning outcome 3 | Learning outcome 4 | Learning outcome 5 |
|---|:---:|:---:|:---:|:---:|:---:|
| **Level 3 Communication** | | | | | |
| C3.1a — Take part in group discussion | ✓ | ✓ | ✓ | ✓ | |
| C3.1b — Make a formal presentation of at least eight minutes using an image or other support material | | | ✓ | ✓ | |
| C3.2 — Read and synthesise information from at least two documents about the same subject | ✓ | ✓ | | | ✓ |
| C3.3 — Write different types of documents, each one giving different information about complex subjects. | ✓ | | | | ✓ |
| **Level 3 Improving own learning and performance** | | | | | |
| LP3.1 — Set targets using information from appropriate people and plan how these will be met | ✓ | | ✓ | ✓ | |
| LP3.2 — Take responsibility for your learning, using your plan to help meet targets and improve your performance | | | | ✓ | |
| LP3.3 — Review progress and establish evidence of your achievements. | | | ✓ | ✓ | ✓ |

## Addressing key skills at Level 3

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

| Communication Level 3 | | |
|---|---|---|
| **When learners are:** | **They should be able to develop the following key skills evidence:** | |
| 1 Having group discussions, eg about teaching observations, equal opportunities, job descriptions, etc or working in groups | C3.1a | • make clear and relevant contributions in a way that suits purpose and situation<br><br>• respond sensitively to others and develop points and ideas<br><br>• encourage others to contribute. |
| 2 Delivering a micro-teach session or teaching, using support materials | C3.1b | • speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation<br><br>• structure what you say to progress logically through each stage or your presentation<br><br>• use an image or other material to support or enhance what you are saying. |
| 3 Researching legislation, equal opportunities, learning styles, learning theory, etc | C3.2 | • select and read relevant documents<br><br>• identify accurately, and compare, the main points, ideas and lines of reasoning<br><br>• present your own interpretation of the subject in a way that is coherent and brings together information from different documents to suit your purpose. |
| 4 Writing up research, reflection, etc for presentation in portfolio, eg document on record keeping, learning theory, teaching methods | C3.3 | • select and use a format and style of writing that is appropriate to your purpose and complexity of the subject matter<br><br>• organise material coherently to suit the length, complexity and purpose of your document<br><br>• spell, punctuate and use grammar accurately<br><br>• make your meaning clear. |

| Improving own learning and performance Level 3 | | |
|---|---|---|
| **When learners are:** | **They should be able to develop the following key skills evidence:** | |
| 1  Reflecting on all aspects of their professionalism; teaching; career development; SWOT analysis; lesson/micro-teach | ILP3.1 | • seek information on ways to achieve what you want to do, and identify factors that might affect your plans<br><br>• use this information to set realistic targets and identify clear action points<br><br>• plan how you will manage your time, use support, review progress and overcome possible difficulties. |
| 2  Reviewing micro-teach/lesson; planning next lesson; designing action plans; having tutorials; developing skills | ILP3.2 | • manage your time effectively to meet deadlines, revising your plan as necessary<br><br>• choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands<br><br>• reflect on your progress, seeking feedback and relevant support to help you meet your targets. |
| 3  Completing portfolio; collating evidence from lesson observations; peer observations; designing lesson plans; writing assessment documents | ILP3.3 | • provide information on the ways you have used your learning to meet new demands and on factors affecting the quality of your outcome<br><br>• identify targets you have met and gather evidence of your achievements<br><br>• consult appropriate people to agree ways to further improve your performance. |

# Addressing key skills portfolio evidence across the unit — Level 2

Suggestions of opportunities for the generation of Level 2 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

| Learning outcomes | Assessment criteria | Key skills opportunities |
|---|---|---|
| 1  Understand own role, responsibilities and boundaries of role in relation to teaching | • Explain own role and responsibilities, and boundaries of own role as a teacher.<br>• Identify key aspects of current legislative requirements and codes of practice within a specific context.<br>• Identify other points of referral available to meet the potential needs of the learners.<br>• Identify issues of equality and diversity, and ways to promote inclusion.<br>• Explain the need for record keeping. | C 2.1a<br>C 2.2<br>C 2.3 |
| 2  Understand appropriate teaching and learning approaches in the specialist area | • Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area.<br>• Explain ways to embed elements of the functional skills in the specialist area.<br>• Justify selection of teaching and learning approaches for a specific session. | Potential for all key skills |
| 3  Demonstrate session planning skills | • Plan a teaching and learning session which meets the needs of individual learners.<br>• Justify selection of resources for a specific session. | C 2.1b<br>C 2.2<br>C 2.3 |

| Learning outcomes | Assessment criteria | Key skills opportunities |
|---|---|---|
| 4 Understand how to deliver inclusive sessions which motivate learners | • Explain ways to establish ground rules with learners which underpin appropriate behaviour and respect for others.<br><br>• Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners.<br><br>• Explain and demonstrate good practice in giving feedback.<br><br>• Communicate appropriately and effectively with learners.<br><br>• Reflect on and evaluate the effectiveness of own teaching. | C 2.1a<br>C 2.1b<br>C 2.2<br>C 2.3 |
| 5 Understand the use of different assessment methods and the need for record keeping | • Identify different assessment methods.<br><br>• Explain the use of assessment methods in different contexts, including reference to initial assessment.<br><br>• Explain the need for record keeping in relation to assessment. | C 2.2<br>C 2.3<br>N 2.1<br>N 2.2<br>N 2.3 |

# Key skills communication Level 2 — Assessment sheet

| Learner name: | | Area/course: | | |
|---|---|---|---|---|
| **Assignment title:** | | | | |

| Evidence in your portfolio must show key skills communication Level 2 Assessment sheet: | | **Ref: 1** | | |
|---|---|---|---|---|
| C2.1a Take part in discussions | Clear/relevant contributions | | | |
| | Contributions suited the purpose | | | |
| | Indicate appropriate listening | | | |
| | Response to what others say | | | |
| | How discussions moved forward | | | |
| C2.1b Giving a short talk | Clear speech | | | |
| | Talk suitable for subject purpose/situation | | | |
| | Structure of talk | | | |
| | Listeners followed what was said | | | |
| | Image used to illustrate main points | | | |

| Evidence in your portfolio must show: | | Ref:2 | Image | Ref:2 | Image |
|---|---|---|---|---|---|
| C2.2 Read and summarise information | Relevant material selected and read | | | | |
| | Accurate lines of reasoning | | | | |
| | Main points from text identified | | | | |
| | Points accurately compared | | | | |
| | Information summarised to suit purpose | | | | |
| | Presentation suitable for type of information | | | | |

| Evidence in your portfolio must show: | | Ref:2 | Image | Ref:2 | Image |
|---|---|---|---|---|---|
| C2.3 Writing | Relevant information | | | | |
| | Presented in an appropriate form | | | | |
| | Style of writing suited purpose | | | | |
| | Legible text | | | | |
| | Accurate spelling | | | | |
| | Accurate grammar | | | | |
| | Accurate punctuation | | | | |
| | Clear meaning | | | | |

**Feedback/action:**

| Assessor: | Assessor signature: | Date: |
|---|---|---|
| Learner: | Learner signature: | Date: |

# Key skills application of number Level 2 — Assessment sheet

| Learner name: | | Area/course: |
|---|---|---|

| Assignment title: |
|---|
| |

| Criteria | Level 2 | Achieved |
|---|---|---|
| N2.1.1 | Choose how to obtain required information | |
| **N2.1.2** | **Obtain relevant information** | |
| N2.1.2a | Interpret information from a graph | |
| N2.1.2b | Interpret information from another source | |
| N2.1.3 | Select appropriate methods to get the results you need | |
| **N2.2.1** | **Carry out calculations showing your methods** | |
| N2.2.1a | Clearly show your levels of accuracy | |
| N2.2.1b | Use amounts and sizes | |
| N2.2.1c | Use formulae | |
| N2.2.2a | Check methods to find and correct errors | |
| N2.2.2b | Make sure your results make sense | |
| **N2.3** | **Interpret the results of your calculations** | |
| N2.3.1a | Select effective ways to present your findings | |
| N2.3.1b | Present your findings clearly | |
| N2.3.2a | Describe your methods | |
| N2.3.2b | Use one graph | |
| N2.3.2c | Use one chart | |
| N2.3.2d | Use one diagram | |
| **N2.3.3** | **Explain how the results of your calculations meet the purpose of your activity** | |

| Feedback/action: |
|---|
| |

| Assessor: | Assessor signature: | Date: |
|---|---|---|
| Learner: | Learner signature: | Date: |

# Annexe C

## Mapping to Professional Standards

These qualifications were produced in collaboration with the Sector Skills Council for this sector, Lifelong Learning UK (LLUK). Throughout the development of the units LLUK ensured full and adequate coverage of the *New overarching professional standards for teachers and tutors in the lifelong learning sector*.

Mapping is available in the *Interim information for awarding institutions* document.

**Both documents are available on the LLUK website: www.lifelonglearninguk.org**

| Professional Standards — Domains | |
|---|---|
| A — Professional Values and Practice | D — Learning and Teaching |
| B — Specialist Area and its Pedagogy | E — Assessment for Learning |
| C — Planning for Learning | F — Supporting Access and Progression |
| **Note:** The QTLS Professional Standards are available on the LLUK website: www.lluk.org.uk | |

**Advice from LLUK: mapped to Skills for Justice Common Standards**

**AA1: Promote equality and value diversity**

| Knowledge included in this unit: |
|---|
| K1, K2, K3, K4, K7, K8, K10, K11, K12, K13, K14, K16, K17, K18, K19 |

| Performance criteria included in this unit: |
|---|
| PC1, PC2, PC3, PC4, PC 5, PC6, PC7, PC8, PC9 |

**PC1 explanatory notes (relevant to AC 1.3)**

Legislation, employment regulations and policies, and codes of practice will include: age; employment; dependents (people who have caring responsibilities and those who do not); disability; gender and transgender; human rights (including those of children); language; learning disabilities; marital status/civil partnership; mental health/illness; political opinion; racial group; religious belief and non-belief; sexual orientation; Welsh language

**K10 (relevant to AC 3.1) how to behave and communicate in ways that:**

a    support equality and diversity

b    do not exclude or offend people

c    challenge discrimination effectively

d    respect individuals' differences

e    do not abuse own status and power

f    recognise difficulties in communication and language in own area of work.

**PC2 explanatory notes (relevant to AC 3.1)**

This will include:
how you interact with people; when you interact; why you interact; what is the nature of the interaction; what information you record and how you record it.

**PC9 explanatory notes (relevant to AC 5.2)**

An appropriate source for support might be:
colleagues; external agencies, associations and groups with a focus on equality and diversity; learning and development opportunities; line manager; specific support service arranged within the organisation; staff association/trade union; written/electronic.

# Annexe D

## The revised National Qualifications Framework

The table below indicates the position of BTEC Qualifications in the revised National Qualifications Framework (NQF).

| NQF | | Framework for Higher Education Qualifications (FHEQ) |
|---|---|---|
| **Original levels** | **Revised levels *** | |
| **5**<br><br>**Level 5** BTEC Advanced Professional Diplomas, Certificates and Awards | **8**<br>No current BTEC qualifications | **D (doctoral)**<br>doctorates |
| | **7**<br>**Level 7** BTEC Advanced Professional Diplomas, Certificates and Awards | **M (masters)**<br>masters degrees, postgraduate certificates and diplomas |
| **4**<br><br>**Level 4** BTEC Higher National Diplomas and Certificates<br><br>**Level 4** BTEC Award Diplomas, Certificates and Awards | **6**<br>BTEC qualifications to be developed | **H (honours)**<br>bachelors degrees, graduate certificates and diplomas |
| | **5**<br><br>**Level 5** BTEC Higher National Diplomas and Certificates<br>**Level 5** BTEC Award Diplomas, Certificates and Awards | **I (intermediate)**<br>diplomas of higher education and further education, foundation degrees, higher national diplomas |
| | **4**<br>**Level 4** BTEC Award Diplomas, Certificates and Awards | **C (certificate)**<br>certificates of higher education |

| |
|---|
| **3**<br>*There is no change to Level 3 in the revised NQF*<br>Level 3 BTEC National Diplomas, Certificates and Awards<br>Level 3 BTEC Diplomas, Certificates and Awards<br>Advanced GCE |
| **2**<br>*There is no change to Level 2 in the revised NQF*<br>Level 2 BTEC First Diplomas and Certificates<br>Level 2 BTEC Diplomas, Certificates and Awards<br>GCSEs grades A*–C |
| **1**<br>*There is no change to Level 1 in the revised NQF*<br>Level 1 BTEC Introductory Diplomas and Certificates<br>Level 1 BTEC Diplomas, Certificates and Awards<br>GCSEs grades D–G |
| **Entry**<br>*There is no change to Entry Level in the revised NQF*<br>Entry Level BTEC Certificates in Skills for Working Life and Life Skills |

**\*** The revised NQF applies from 1 September 2004 and will be fully implemented from 1 January 2006. (For NQF Level indicators, see also *Annexe E: Level indicators in the revised NQF*.) The revision is designed to recognise more precisely the academic levels at the higher levels of the framework: the actual content and other attributes of the respective qualifications are not altered or diminished. The revision also provides better alignment with the FHEQ used in universities and higher education institutions.

# Annexe E

## Wider curriculum

| A1 — Personal, social and cultural factors influencing language and literacy learning and development | |
|---|---|
| • The different factors affecting acquisition and development of language and literacy skills.<br><br>• The importance of English language and literacy in enabling users to participate in public life, society and the modern economy.<br><br>• Potential barriers that can hinder development of language skills.<br><br>• The main learning disabilities and learning difficulties relating to language learning and skill development. | • Multilingualism and the role of the first language in the acquisition of additional languages.<br><br>• Issues that arise when learning another language or translating from one language to another.<br><br>• Issues related to varieties of English, including standard English, dialects and attitudes towards them.<br><br>• The importance of context in language use and the influence of the communicative situation. |

| A2 — Explicit knowledge about language: speaking, listening, reading, writing | | B — Personal English language skills |
|---|---|---|
| Speaking | Making appropriate choices in oral communication episodes.<br><br>Having a knowledge of fluency, accuracy and competence for ESOL learners.<br><br>Using spoken English effectively. | Expressing yourself clearly, using communication techniques to help convey the meaning and enhance the delivery and accessibility of the message.<br><br>Showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others.<br><br>Using appropriate techniques to reinforce oral communication, check how well the information is received and support the understanding of those listening.<br><br>Use non-verbal communication to assist in conveying meaning and receiving information, and recognising its use by others. |
| Listening | Listening effectively. | Listening attentively and responding sensitively to contributions made by others. |

| A2 — Explicit knowledge about language: speaking, listening, reading, writing | | B — Personal English language skills |
|---|---|---|
| Reading | Interpreting written texts. Knowledge of how textual features support reading. Understand the barriers to accessing text. | Find and select, from a range of reference material and sources of information, including the internet. Use and reflect on a range of reading strategies to interpret texts and to locate information or meaning. Identify and record the key information or messages contained within reading material using note-taking techniques. |
| Writing | Communicating the writing process. Using genre to develop writing. Developing spelling and punctuation skills. | Write fluently and legibly on a range of topics. Select appropriate format and style of writing for different purposes and different readers. Use spelling and punctuation accurately in order to make meaning clear. Understand and use conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently when producing written text. |

| Planning and Enabling Learning (Unit 2) Assessment criteria | Addressing minimum core evidence | Basic/key skills |
|---|---|---|
| 1.1 Analyse role of initial assessment in learning/teaching. 1.2 Different methods of initial assessment for use with learners. 1.3 Planning, negotiating and recording learning goals. | **A1 Personal, social and cultural factors** Factors affecting language and literacy skills, enabling users to participate, potential barriers, disabilities and learning difficulties, Multilingualism; translating from one language to another; issues related to varieties of English context in language use. **B Personal English language skills** Write fluently and legibly on a range of topics; select appropriate format and style of writing for different purposes and different readers; use spelling and punctuation accurately in order to make meaning clear; understand and use conventions of grammar (the forms and structures of words, phrases, clauses, sentences and texts) consistently in written text. | **Core curriculum** **SLr**/L2.1 SLr/L2.2 SLr/L2.3 SLr/L2.4 **SLc**/L2. SLc/L2.1 SLc/L2.2 SLc/L2.3 SLc/L2.4 **SLd**/L2.1 SLd/L2.2 SLd/L2.3 SLd/L2.4 SLd/L2.5 |

176

BA020484 — Guidance and units — Edexcel Level 3 BTEC Certificate in Teaching in the Lifelong Learning Sector — Issue 2 — May 2008

| Planning and Enabling Learning (Unit 2) Assessment criteria | Addressing minimum core evidence | Basic/key skills |
|---|---|---|
| 3.3 Literacy, language, numeracy, ICT skills integral specialist area. | **A2 Explicit knowledge about language: Speaking, listening, reading, writing**<br><br>Interpreting written texts/textual features to support reading; understanding barriers to accessing text.<br><br>**B Personal English language skills**<br><br>Find and select from a range of reference material and sources of information, including the Internet; range of reading strategies to interpret texts and to locate information or meaning; record the key information or messages contained within reading material using note-taking techniques. | **Key skills**<br>Comms<br>2.1a<br>2.1b<br>2.2<br>2.3 |
| 4.1 Communication methods/skills to meet the needs of learners.<br><br>4.2 Own communication skills, including barriers. | **A2 Explicit knowledge about language: Speaking, listening, reading, writing**<br><br>Making appropriate choices in oral communication episodes; fluency, accuracy and competence for ESOL learners; using spoken English effectively; listening effectively; communicating the writing process; using genre to develop writing and developing spelling and punctuation skills.<br><br>**B Personal English language skills**<br><br>Listening attentively and responding sensitively to contributions made by others. | |
| 5.1 Minimum core specifications in literacy.<br><br>5.2 Apply minimum core specifications in language. | **B Personal English language skills**<br><br>Expressing yourself clearly; ability to use language, style and tone in ways that suit the intended audience, techniques to reinforce oral communication; non-verbal communication to assist in conveying meaning and receiving information, and recognising its use by others. | |

| A1 — Personal, social and cultural factors influencing numeracy learning and development — Elements… | |
|---|---|
| • The different factors affecting the acquisition and development of numeracy skills.<br><br>• The importance of numeracy in enabling learners to participate in, and gain access to, society and the modern economy.<br><br>• Potential barriers that hinder the development of numeracy skills. | • The main learning difficulties and disabilities relating to numeracy skills learning and development.<br><br>• The common misconceptions and confusions related to number-associated difficulties. |

| A2 — Explicit knowledge about numeracy communication and processes | | B — Personal numeracy skills |
|---|---|---|
| Communication | Making and using decisions about understanding.<br><br>Communicating processes and understanding. | Communicate with others about numeracy in an open and supportive manner.<br><br>Assess own and other people's understanding.<br><br>Express yourself clearly and accurately.<br><br>Communicate about numeracy in ways that suits and supports the intended audience, and recognises such use by others.<br><br>Use appropriate techniques to reinforce oral communication, check how well information is received and support the understanding of those listening. |

| A2 — Explicit knowledge about numeracy communication and processes | | B — Personal numeracy skills |
|---|---|---|
| **Processes** | A knowledge of the capacity of numeracy skills to support problem solving.<br><br>Making sense of situations and representing them.<br><br>Processing and analysis.<br><br>Using numeracy skills and context knowledge.<br><br>Interpreting and evaluating results.<br><br>Communicating and reflecting on findings. | Use strategies to make sense of a situation requiring the application of numeracy — diagrams, charts, graphs, tables, models.<br><br>Process and analyse data — working logically, examining patterns, taking account of constraints and assumptions.<br><br>Use generic content knowledge and skills — positive and negative numbers; fractions, decimals, percentages; ratio and proportion; 2D and 3D shapes; area, perimeter, volume and capacity; metric and imperial units; money; conversion tables and scales; discrete and continuous data; frequency diagrams; probability.<br><br>Make decisions concerning content, knowledge and skills.<br><br>Understand the validity of different methods: calculators, graphical methods; ICT, eg spreadsheets.<br><br>Consider accuracy, efficiency and effectiveness when solving problems and reflect on what has been learnt.<br><br>Make sense of data.<br><br>Select appropriate format and style for communicating findings. |

| Planning and Enabling Learning (Unit 2) Assessment criteria | Addressing minimum core evidence | Basic/key skills |
|---|---|---|
| 1.1 Analyse role of initial assessment in learning/teaching.<br><br>1.2 Different methods of initial assessment for use with learners.<br><br>1.3 Planning, negotiating and recording learning goals. | **A1 Personal, social and cultural factors**<br><br>Factors affecting the acquisition/ development of numeracy skills enabling learners to participate in, and gain access to, society and the modern economy and potential barriers that hinder the development of numeracy skills, learning difficulties and disabilities and misconceptions.<br><br>**A2 Explicit knowledge about numeracy**<br><br>Making and using decisions about understanding, communicating processes. | **Core curriculum**<br>N1/L2.2<br>N1/L2.3<br>N2/L2.7<br>N2/L2.8<br>N2/L2.9<br>N2/L2.10<br>HD1/L2.1 |
| 5.3 Apply minimum core specifications in mathematics to improve own practice. | **A2 Explicit knowledge about numeracy**<br><br>A knowledge of the capacity of numeracy skills to support problem solving, making sense of situations processing and analysis, using numeracy skills and context knowledge, interpreting and evaluating results and communicating and reflecting on findings.<br><br>**B Personal numeracy skills**<br><br>Communicate with others about numeracy, assessing understanding, clearly and accurately and suited to intended audience, reinforced through oral communication.<br><br>Strategies to make sense of a situation requiring the application of numeracy — diagrams, charts, graphs, tables, models; process and analyse data — working logically, examining patterns, taking account of constraints and assumptions; use generic content knowledge and skills — positive and negative numbers; fractions, decimals, percentages; ratio and proportion; 2D and 3D shapes; area, perimeter, volume and capacity; metric and imperial units; money; conversion tables and scales; discrete and continuous data; frequency diagrams; probability; make decisions concerning content, knowledge and skills. | HD1/L2.2<br>HD1/L2.3<br>HD1/L2.4<br><br>**Key skills**<br>A.O.N.<br>1.1<br>1.2a, b<br>1.3<br>2.1a, b, c<br>2.2a, b<br>3.1a, b<br>3.2a, b, c, d<br>3.3 |

| Planning and Enabling Learning (Unit 2) Assessment criteria | Addressing minimum core evidence | Basic/key skills |
|---|---|---|
|  | Understand the validity of different methods: calculators, graphical methods; ICT eg spreadsheets; consider accuracy, efficiency and effectiveness when solving problems and reflect on what has been learnt; make sense of data; select appropriate format and style for communicating findings |  |

| A1 — Personal, social and cultural factors influencing ICT learning and development — Elements … | |
|---|---|
| • The different factors affecting the acquisition and development of ICT skills.<br><br>• The importance of ICT in enabling learners to participate in public life, society and the modern economy.<br><br>• The range of learners' technological and educational backgrounds. | • The main learning difficulties and disabilities relating to ICT skills learning and skill development.<br><br>• Potential barriers that inhibit ICT skills development. |

| A2 — Explicit knowledge about ICT | | B — Personal ICT skills |
|---|---|---|
| **Communication** | Making and using decisions about understanding.<br><br>Communicating processes and understanding. | Communicate with others with/about ICT in an open and supportive manner.<br><br>Assess own and other people's understanding.<br><br>Express yourself clearly and accurately.<br><br>Communicate with/about ICT in ways that suits and supports the intended audience, and recognises such use by others.<br><br>Use appropriate techniques to reinforce oral communication, check how well information is received and support the understanding of those listening. |
| **Processes** | Purposeful use of ICT.<br><br>Essential characteristics of ICT.<br><br>How learners develop ICT skills. | Using ICT systems — computers, hardware and software; digital cameras, camcorders and other image capturing or delivery equipment such as TV, video, audio, interactive whiteboards; internet; management of files and folders for information storage and retrieval; health and safety issues.<br><br>Finding, selecting and exchanging information — copyright constraints; internet search strategies; emails.<br><br>Developing and presenting information — editing techniques and text/page formatting; tables; formatting, eg numerical data; creating and developing charts and graphs; sort records; combine images and text; organise information from different sources; proof reading; ensuring ICT resources are fit-for-purpose or audience. |

| Planning and Enabling Learning (Unit 2) Assessment criteria | Addressing minimum core evidence | Basic/key skills |
|---|---|---|
| 1.1 Analyse role of initial assessment in learning/ teaching. <br><br> 1.2 Different methods of initial assessment for use with learners. <br><br> 1.3 Planning, negotiating and recording learning goals. | **A1 Personal, social and cultural factors** <br><br> Factors affecting the acquisition and development of ICT skills, enabling learners to participate in public life, society and the modern economy from a range of technological and educational backgrounds with learning difficulties and disabilities and potential barriers that inhibit ICT skills development. <br><br> **A2 Explicit knowledge of ICT** <br><br> Making and using decisions about understanding. <br><br> Communicating processes and understanding. | **Core curriculum** <br><br><br> **Key skills** |
| 3.1 Range of inclusive learning activities. <br><br> 3.2 Range of resources, including new and emerging technologies to promote equality, support diversity. <br><br> 3.3 Identify literacy, language, numeracy and ICT skills of specialist area. <br><br> 3.4 Range of inclusive resources to promote inclusive learning and teaching. | **A2 Explicit knowledge of ICT** <br><br> Purposeful use of ICT based on essential characteristics of ICT recognising how learners develop ICT skills. <br><br> **B Personal ICT skills** <br><br> Communicate with others with/about ICT in an open and supportive manner based on own and other people's understanding, express yourself clearly and accurately and communicate with/about ICT in ways that suits and supports the intended audience, and recognises such use by others; use appropriate techniques to reinforce oral communication, check how well information is received and support the understanding of those listening. | |

| Planning and Enabling Learning (Unit 2) Assessment criteria | Addressing minimum core evidence | Basic/key skills |
|---|---|---|
| 5.3 Apply minimum core specifications in mathematics to improve own practice. | **B Personal ICT skills**<br><br>Using ICT systems — computers, hardware and software; digital cameras, camcorders and other image capturing or delivery equipment such as TV, video, audio, interactive whiteboards; internet; management of files and folders for information storage and retrieval; health and safety issues; finding, selecting and exchanging information — copyright constraints; internet search strategies; emails; developing and presenting information — editing techniques and text/page formatting; tables; formatting, eg numerical data; creating and developing charts and graphs; sort records; combine images and text; organise information from different sources; proofreading; ensuring ICT resources are fit for purpose or audience. | |

# Annexe F

**Qualification and Credit Framework (QCF) Level descriptor extract – Levels 3-5**

For further and full information regarding the Framework for Achievement, please consult the QCA website at: www.qca.org.uk

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

### QCF Level 3

| Level | Summary | Knowledge and understanding | Application and action | Autonomy and accountability |
|---|---|---|---|---|
| Level 3 | Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that while well-defined have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work. | • Use factual, procedural and theoretical understanding to complete tasks and address problems that while well-defined may be complex and non-routine.<br><br>• Interpret and evaluate relevant information and ideas.<br><br>• Be aware of the nature of the area of study or work.<br><br>• Have an awareness of different perspectives or approaches within the area of study or work. | • Address problems that while well-defined may be complex and non-routine.<br><br>• Identify, select and use appropriate skills, methods and procedures.<br><br>• Use appropriate investigation to inform actions.<br><br>• Review how effective methods and actions have been. | • Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervision or guiding others.<br><br>• Exercise autonomy and judgement within limited parameters. |

## QCF – Levels 4 and 5

| Level | Summary | Knowledge and understanding | Application and action | Autonomy and accountability |
|---|---|---|---|---|
| Level 4 | Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work. | • Use practical, theoretical or technical understanding to address problems that are well-defined but complex and non-routine. <br>• Analyse, interpret and evaluate relevant information and ideas. <br>• Be aware of the nature and approximate scope of the area of study or work. <br>• Have an informed awareness of different perspectives or approaches within an area of study or work. | • Address problems that are well-defined but complex and non-routine. <br>• Identify, adapt and use appropriate methods and skill. <br>• Use appropriate investigation to inform actions. <br>• Review the effectiveness and appropriateness of methods, actions and results. | • Take responsibility for courses of action, including where relevant responsibility for the work of others. <br>• Exercise autonomy and judgement within broad parameters. |
| Level 5 | Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them. | • Use practical, theoretical or technical understanding to address problems that are well-defined but complex and non-routine. <br>• Analyse, interpret and evaluate relevant information, concepts and ideas. <br>• Be aware of the nature and scope of the area of study or work. <br>• Understand different perspectives, approaches or schools of thought and the reasoning behind them. | • Address broadly-defined, complex problems. <br>• Determine, adapt and use appropriate methods and skills. <br>• Use relevant research or development to inform actions. <br>• Evaluate actions, methods and results. | • Take responsibility for planning and developing courses of action, including where relevant responsibility for the work of others. <br>• Exercise autonomy and judgement within broad parameters. |

# Annexe G

**Lesson observation pro forma (Mandatory unit: PTLLS)**

## Mandatory unit: Preparing to Teach in the Lifelong Learning Sector

| Date of observation: | | Learner teacher: | |
|---|---|---|---|
| Session: | | Observing teacher: | |
| Length of session: | | Number in class: | |

| Objectives | Excellent | Good | Satisfactory | Development needed |
|---|---|---|---|---|
| Teacher plans effectively and sets clear objectives that are understood | ☐ | ☐ | ☐ | ☐ |
| Teaching methods used enable **all** learners to learn effectively | ☐ | ☐ | ☐ | ☐ |
| Learners are well managed and appropriate standards of behaviour are maintained | ☐ | ☐ | ☐ | ☐ |
| Learners achieve productive outcomes | ☐ | ☐ | ☐ | ☐ |
| The teacher demonstrates good subject knowledge and understanding | ☐ | ☐ | ☐ | ☐ |
| The teacher makes effective use of time and resources | ☐ | ☐ | ☐ | ☐ |

| Conclusions and feedback | |
|---|---|
| **Strengths** | |
| **Areas for development** | |
| **Learner teacher's comment** | |
| **Tutor's feedback** | |
| **Learner signature** | Date . . . . . . . . . |
| **Tutor/signature** | Date . . . . . . . . . |

| Teaching practice observation pro forma | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Tutor/mentor feedback** | | | | | | | |
| **Trainee name** | | | **Observer name** | | | | |
| **Learning group** | | | **Number of learners** | | | **Date** | |
| **Location** | | | Session …. of … | | **Start time** | | **Finish time** |
| **Specific issues to be addressed in differentiation** | | | | | | | |

| SESSION PREPARATION AND PLANNING — APPROPRIATE SESSION PLAN EVIDENCE | | |
|---|---|---|
| Aims/learning outcomes to suit specialist content/ scheme of work | | **Overall feedback on planning:** |
| Appropriate teaching/learning methods for skills/knowledge | | |
| Variety of teaching approaches and learning styles/ needs | | |
| Identifying inclusive learning activities for differentiation | | |
| Planning for resources and materials including ICT | | |
| Opportunities for assessment/ feedback to support learning | | |
| Appropriate timings and organisation of content, including summary | | |
| Opportunities for core curriculum/ functional or key skills | | |

| TEACHING AND LEARNING STRATEGIES — APPROPRIATE TO SPECIALIST AREA AND LEARNERS' NEEDS | | |
|---|---|---|
| Room and resources made ready for the start of the session | | **Overall feedback on teaching and learning strategies:** |
| Aims/objectives shared with learners through introduction/ continuity | | |
| Appropriate attitude towards learners and awareness of needs | | |
| Variety and pacing to suit skills and knowledge of specialist area | | |
| Communications to suit learners — voice, gesture and use of language | | |
| Learners actively involved, engaged and motivated throughout | | |
| Variety of activities to allow for differentiation ie group/individual | | |
| Specialist subject knowledge and skills current and sound | | |
| **TECHNIQUES, RESOURCES AND TEACHING AIDS** | | |

190

BA020484 — Guidance and units — Edexcel Level 3 BTEC Certificate in
Teaching in the Lifelong Learning Sector — Issue 2 — May 2008

| | | Overall feedback on resources: |
|---|---|---|
| Appropriate use of writing board/flip chart/active-board | | |
| Teaching resources used appropriately to stimulate and engage | | |
| Learning resources used to actively engage and empower learners | | |
| Strategies appropriate to manage the learning environment | | |
| Visual resources clear, appropriate level/ language/quality | | |
| Learners themselves used as resource eg group work | | |
| Appropriate use of new technologies in teaching and learning to motivate | | |
| Awareness of health and safety issues/risk assessment | | |
| **ASSESSMENT OF LEARNING/LEARNING CHECKS** | | |

| | | |
|---|---|---|
| Learners provided with appropriate guidance on assessment | | **Overall feedback on assessment and feedback:** |
| Tutor assessment of learning appropriate to subject/learners | | |
| Variety of questioning appropriate to all learners and context | | |
| Learners are involved in appropriate level of self/peer assessment | | |
| Learning checks to allow for inclusion and differentiation | | |
| Assessment appropriate to assessment/ performance criteria | | |
| Learners provided with appropriate feedback identifying goals | | |
| Assessment fair, unbiased and subject specific | | |
| **POSSIBLE AREAS FOR DEVELOPMENT/ STRATEGIES TO THINK ABOUT** | | |
| | | |

| LEARNER RESPONSE, ENGAGEMENT AND MOTIVATION | | |
|---|---|---|
| Positive rapport to encourage respect and trust in learning | | **Overall feedback on planning:** |
| Appropriate level of challenge to suit learners/specialism | | |
| Appropriate level of participation, attention and interest | | |
| Appropriate attitude towards learners to empower | | |
| Learners respond in way that indicates needs are being met | | |
| Opportunities for differentiated learning | | |
| Awareness of needs for inclusion and addressing disabilities | | |
| Positive class atmosphere/attitude to subject/learning | | |

| OBSERVEE'S PERSONAL EVALUATION AND IDENTIFIED AREAS FOR DEVELOPMENT |
|---|
| |

| Tutor/observer | Learner/candidate |
|---|---|
| Name/responsibilities | Name/role |
| Observer | Learner |
| signature | signature |

# Annexe H

**Sample pro forma — Individual Learning Plan**

| PERSONAL DETAILS | | | | |
|---|---|---|---|---|
| **Name** | | **Registration number** | | |
| **Address** | | | | |
| **Contact details** | **Home phone:** | | | |
| | **Mobile phone:** | | | |
| | **Email:** | | | |
| **Centre name** | | | **Centre number** | |
| **Date of registration** | | | *Date of completion* **Initial Teaching Award** | |
| **Current Literacy qualification** | | **Initial assessment Literacy** | | |
| **Current Numeracy qualification** | | **Initial assessment Numeracy** | | |
| | **Tutor/mentor** | | **Subject specialist** | |
| **Details of mentor/tutor/ subject specialist contact** | | | | |
| **Candidate signature** | | | **Date:** | |
| **Tutor signature** | | | **Date:** | |

| | | |
|---|---|---|
| **Current CV details** | | |
| **Existing academic qualifications relevant to teaching area** | | |
| **Existing vocational/ professional qualifications relevant to teaching area** | | |
| **Access to teaching/ training opportunities** | **Location** | **Contact** |
| | | |
| **Individual support requirements identified (as appropriate)** | | |
| **Requirements for review of study skills** | | |

**Initial assessment**

| | |
|---|---|
| **Initial assessment identified preferred learning style** | |
| **Evidence available for Accrediting Prior Experience/ Learning** | |

| | |
|---|---|
| **Initial Individual self-assessment** | |

| **Initial action plan** | **Target date** |
|---|---|
| | |
| **Candidate signature** | **Date:** |

| **Tutor feedback/suggestions for development** |
|---|
| |

| **Tutor signature** | | **Date:** |
|---|---|---|

**Portfolio evidence — summative profile**

| Learning outcome | Assessment criteria | Standards | Portfolio evidence |
|---|---|---|---|
| 1 Understand own role, responsibilities and boundaries of role in relation to teaching. | 1.1 Explain own role/responsibilities, and boundaries of own role as a teacher | | |
| | 1.2 Identify key aspects of current legislative requirements/codes of practice within a specific context | AP 3.1 | |
| | 1.3 Identify other points of referral available to meet the potential needs of learners | FP 2.1 | |
| | 1.4 Identify issues of equality/diversity, and ways to promote inclusion | AP 2 | |
| | 1.5 Explain the need for record keeping | | |
| 2 Understand appropriate teaching and learning approaches in the specialist area. | 2.1 Identify and demonstrate relevant approaches to teaching/learning in relation to specialist area | AP 2.2 | |
| | 2.2 Explain ways to embed elements of functional skills in the specialist area | BP 4.3 | |
| | 2.3 Justify selection of teaching and learning approaches for a specific session | | |
| 3 Demonstrate session planning skills | 3.1 Plan a teaching and learning session which meets the needs of individual learners | CP 1.2 | |
| | 3.2 Justify selection of resources for a specific session | CP 4.1 | |

**Portfolio evidence — summative profile**

| Learning outcome | Assessment criteria | Standards | Portfolio evidence |
|---|---|---|---|
| 4   Understand how to deliver inclusive sessions which motivate learners. | 4.1 Explain ways to establish ground rules with learners which underpin appropriate behaviour and respect for others | DK 1.2 | |
| | 4.2 Use a range of appropriate and effective approaches to engage and motivate learners | DP 2.3 | |
| | 4.3 Explain and demonstrate good practice in giving feedback | EP 5.2 | |
| | 4.4 Communicate effectively and appropriately with learners | AP 8.1 | |
| | 4.5 Reflect on and evaluate the effectiveness of own teaching | DP 2.9 | |
| 5   Understand the use of different assessment methods and the need for record keeping. | 5.1 Identify different assessment methods | EP 1.1 | |
| | 5.2 Explain use of assessment methods, in different contexts, including reference to initial assessment | EP 1.2 | |
| | 5.3 Explain the need for record keeping in relation to assessment | EP 6.3 | |
| **Overall conclusions:** | | | |
| **Candidate signature** | | **Date** | |
| **Tutor signature** | | **Date** | |

**Initial assessment**

| Summative profile | |
|---|---|
| **Areas of knowledge of teaching and learning where I have improved** | |
| **Areas of skills appropriate for teaching and learning I have developed** | |
| **Areas of subject/area specialism in teaching and learning I have developed** | |
| **Areas I need to develop further in terms of knowledge, skills or subject** | **Sources of possible support or guidance** |
| | |
| **Candidate signature:** | **Date:** |

**Initial assessment**

| Award — Preparing to Teach in the Learning and Skills Sector | |
|---|---|
| **Summative profile** (*continued*) | |
| **Tutor feedback:** areas of knowledge demonstrated through building of portfolio evidence, assignments, activities, discussions | |
| **Tutor feedback:** areas of skills in teaching and learning demonstrated through micro-teach or practical teaching activity in specialist subject/area | |
| **Tutor recommendations and progression** | |
| | |
| **Tutor signature:** | **Date:** |

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Rewarding Learning