

Qualification Specification

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

Qualification Number: 600/4159/6

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

Introduction

This Qualification Specification document is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact your account manager.

Qualification Details

The HABC Level 4 Award in Preparing to Teach in the Lifelong Learning Sector has been accredited by the regulators of England, Wales and Northern Ireland (Ofqual, DfES and CCEA) and is part of the Qualifications and Credit Framework (QCF).

It is supported by LSIS, the Sector Skills Council for learning and skills improvement.

Key facts

• QAN	600/4159/6
• Learning Aim Reference	60041596
• Guided learning hours (GLH)	48
• Credit Value	12
• Assessment Method	Portfolio of evidence

Qualification Overview

The HABC Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) has been designed for learners who work, or want to work as teachers/trainers in the Lifelong Learning Sector.

The qualification has been developed to meet the requirements of the Further Education Teachers' Qualifications (England) Regulations 2007 and the related contractual requirements introduced by the funding agency.

Units that form part of this qualification will also form part of the Certificate and Diploma qualifications for teaching in the lifelong learning sector.

Entry Guidance

Learners must be aged 19+ to undertake this qualification.

There are no formal entry requirements, however, centres are responsible for ensuring that learners can meet the necessary standards of English, Mathematics and Information Communication Technology skills required to undertake this qualification and that this is captured and recorded from an initial assessment. The initial assessment should form part of the portfolio of evidence.

Recognition of Prior Learning

Prior learning is recognised for certain learning and development, direct training and support and assessment units.

Special Consideration

HABC have measures in place for learners that require additional support. Please see the Reasonable Adjustments Policy, Annex 17 of the HABC Core Manual for more information.

Qualification Structure

The qualification comprises of a number of units which must follow the Rules of Combination below.

To be awarded the qualification learners must achieve a total of 12 credits

- 3 credits from group A
- 6 credits from group B **or** group C

(If group B then 3 credits from B1 and 3 credits from B2)

- 3 credits from group D

Learners must achieve a minimum of 9 credits at Level 4 to achieve the Level 4 qualification

Group A – Three credits must be achieved from this group	Level	Credit Value	GLH
M/503/1229 Roles, responsibilities and relationships in lifelong learning	3	3	12
M/503/1232 Roles and responsibilities and relationships in lifelong learning	4	3	12

Group B – Six credits must be achieved from either group B or group C, If group B chosen then 3 credits from sub group B1 and 3 credits from sub group B2	Level	Credit Value	GLH
Sub group B1			
T/503/1233 Understanding inclusive learning and teaching in lifelong learning	3	3	12
F/503/1235 Understanding inclusive learning and teaching in lifelong learning	4	3	12
Sub group B2			
Y/503/1242 Using inclusive learning and teaching approaches in lifelong learning	3	3	12
R/503/1238 Using inclusive learning and teaching approaches in lifelong learning	4	3	12

Group C – Six credits must be achieved from group B or group C	Level	Credit Value	GLH
A/502/9550 Manage learning and development in groups	4	6	30

Group D – Three credits must be achieved from this group	Level	Credit Value	GLH
Y/503/1239 Principles of assessment in lifelong learning	3	3	12
R/503/1241 Principles of assessment in lifelong learning	4	3	12
D/601/5313 Understanding the principles and practices of assessment	3	3	24

How to complete the Award

Two example pathways have been identified as suitable for learners completing the award, based on the teacher role being undertaken.

Pathway A

This is a classroom taught pathway achieved by gathering a range of evidence and delivering a 15 minute micro-teach session. This pathway is for those learners who do not have any teaching responsibilities or current teachers who wish to undertake the qualification in a classroom based setting. The qualification may consist of the following units;

- **M/503/1232 Roles and responsibilities and relationships in lifelong learning**
- **F/503/1235 Understanding inclusive learning and teaching in lifelong learning**
- **Y/503/1242 Using inclusive learning and teaching approaches in lifelong learning**
- **R/503/1241 Principles of assessment in lifelong learning**

Pathway B

This is a pathway for learners currently working in a learning and development role, such as those who work in colleges or who are currently work based trainers and require to gain a formal qualification whilst undertaking their role. This pathway may consist of the following units;

- **M/503/1232 Roles and responsibilities and relationships in lifelong learning**
- **A/502/9550 Manage learning and development in groups**
- **Y/503/1239 Principles of assessment in lifelong learning *or* R/503/1241 Principles of assessment in lifelong learning *or* D/601/5313 Understanding the principles and practices of assessment**

Note – Other pathways are available dependent on individual learner requirements, for further details refer to the rules of combination.

Certain units may be accredited through prior learning. The units, learning outcomes and assessment criteria can be viewed on the following pages. Under each unit you will find guidance on how to collect the evidence.

Teaching Practice

Pathway

Learners should be involved in at least one hour of micro-teaching.

The minimum cohort for the micro-teaching session is 4 individuals.

Each learner must be involved in 60 minutes of micro-teaching; this should consist of a 15 minute micro-teach session. This should be observed and assessed by a member of the delivery team.

For the remaining 45 minutes, learners must observe the micro-teaching sessions of other learners. The observed and assessed micro-teach/teaching practice should be within an appropriate teaching practice location.

Teaching practice locations recognised for the purposes of LSIS qualifications include all provision within further education (as defined in the Further and Higher Education Act 1992), Further Education in Higher Education settings and Learning and Skills Council funded provision within community learning, and development, work-based learning, the voluntary sector, or any other appropriate location which will allow a learner to meet the requirements of the standards.

Pathway B

The learner should be involved in work-based learning setting providing learning and development to groups or individuals.

Learners should be assessed in their own work place by the nominated assessor and a portfolio of evidence completed to ensure the full meeting of the assessment criteria.

Teaching locations recognised for the purposes of LSIS qualifications include all provision within further education (as defined in the Further and Higher Education Act 1992), Further Education in Higher Education settings and Learning and Skills Council funded provision within community learning, and development, work-based learning, the voluntary sector, or any other appropriate location which will allow a learner to meet the requirements of the standards.

Mentor/ Subject Specialist Support

It is good practice for Centres to have a mentor in place to support learners. A mentor must understand the requirements of the programme and be a qualified and experienced teacher or assessor depending on the pathway being taken. Mentors should be subject-specific and provide learners with specific guidance on teaching their specialist subject.

Progression

Progression and further learning routes include:

- Level 3/4 CTLLS
- Level 5 DTLLS

Centre Requirements

HABC require that Nominated Tutors have teaching experience and hold a qualification in the relevant subject area.

Units 5 & 6 requirements: HABC recommend that as a minimum, there should be no fewer than four learners involved in this exercise. Please see unit for more details on pages 13 & 14.

Nominated Tutors Pathway A

Teachers must hold a minimum level 4 teaching/training qualification, for example:

- Level 4 PTLLS or equivalent
- Certificate in Education
- L3/L4 Certificate in Teaching in the Lifelong Learning Sector or equivalent
- L4 NVQ in Direct Training Support or equivalent.

Teachers must also have current or recent experience in teaching a teaching/training qualification as listed above.

Nominated Tutors Pathway B

As for pathway A, but in addition teachers must hold an assessor qualification such as A1, A2, D32/D33 or any of the new suite of assessor qualifications below

- The Level 3 Award in Assessing competence in the work environment
- The Level 3 Certificate in assessing vocational achievement

Tutor requirements for other pathways will be determined by HABC.

Internal Quality Assurance

Pathway A

Attendance at the HABC PTLLS IQA day is sufficient to carry out IQA of this qualification in addition to the relevant teaching qualification. Attendance is not required if staff are already D34/V1 qualified and have been operating as an IQA for teaching qualifications.

Pathway B

Staff must be D34/V1 qualified, possess a relevant teaching qualification and be occupationally competent within the area that they are quality assuring.

External Quality Assurance

An External Quality Support Officer will be appointed by HABC to Quality Assure Centres quality processes. Appointments will be undertaken according to pathways delivered by the centre

Learner Support

Centres must provide support for learners where necessary and appropriate records of this must be maintained. Any requirement should be established from the initial assessment.

Centres must jointly agree with the learner a course of action, which may include informal support or require the learner to undertake a formal course of tuition.

Individual Learning Plans (ILP)

The learner should be given the opportunity to complete an ILP to allow the learner to jointly agree and plan their route towards QTS if applicable.

Useful Websites

www.lsis.org.uk - Learning and Skills Improvement Service

www.ifl.ac.uk - The Institute for Learning

www.lluk.org.uk – Lifelong learning UK

www.svuk.org.uk – Standards and Verification UK

www.niace.org.uk National Institute of Adult Continuing Education (England and Wales)

www.ofqual.gov.uk – The Office of the Qualifications and Examinations Regulator

<http://www.qcda.gov.uk/> – The Qualifications and Curriculum Development Agency

Appendix: Units

Unit 1: Roles, responsibilities and relationships in lifelong learning

Unit number: M/503/1229

Credit: 3

GLH: 12

Level: 3

Learning Outcome - The learner will:	Assessment Criteria - The learner can:
1. Understand own role and responsibilities in lifelong learning	<ul style="list-style-type: none">1.1 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities1.2 Explain own responsibilities for promoting equality and valuing diversity1.3 Explain own role and responsibilities in lifelong learning1.4 Explain own role and responsibilities in identifying and meeting the needs of learners
2. Understand the relationships between teachers and other professionals in lifelong learning	<ul style="list-style-type: none">2.1 Explain the boundaries between the teaching role and other professional roles2.2 Describe points of referral to meet the needs of learners2.3 Summarise own responsibilities in relation to other professionals
3. Understand own responsibility for maintaining a safe and supportive learning environment	<ul style="list-style-type: none">3.1 Explain own responsibilities in maintaining a safe and supportive learning environment3.2 Explain ways to promote appropriate behaviour and respect for others

Evidence requirements

Learners should produce a written or electronic document that clearly addresses each element from the assessment criteria.

There is no word count for the written or electronic document

Forms to be completed

Form 2 - Individual Assessment and Reflective Record

Unit 2: Roles and responsibilities and relationships in lifelong learning

Unit number: M/503/1232

Credit: 3

GLH: 12

Level: 4

Learning Outcome – The learner will:	Assessment Criteria – The learner can:
1. Understand own role and responsibilities in lifelong learning	<ul style="list-style-type: none">1.1 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities1.2 Analyse own responsibilities for promoting equality and valuing diversity1.3 Evaluate own role and responsibilities in lifelong learning1.4 Review own role and responsibilities in identifying and meeting the needs of learners
2. Understand the relationships between teachers and other professionals in lifelong learning	<ul style="list-style-type: none">2.1 Analyse the boundaries between the teaching role and other professional roles2.2 Review points of referral to meet the needs of learners2.3 Evaluate own responsibilities in relation to other professionals
3. Understand own responsibility for maintaining a safe and supportive learning environment	<ul style="list-style-type: none">3.1 Explain how to establish and maintain a safe and supportive learning environment3.2 Explain how to promote appropriate behaviour and respect for others

Evidence requirements

Learners should produce a written or electronic document that clearly addresses each element from the assessment criteria.

There is no word count for the written or electronic document, however work produced should reflect the Level at which it is aimed at.

Forms to be completed

Form 2 - Individual Assessment and Reflective Record

Unit 3: Understanding inclusive learning and teaching in lifelong learning

Unit number: T/503/1233
Credit: 3
GLH: 12
Level: 3

Learning Outcome – The learner will:	Assessment Criteria – The learner can:
1. Understand learning and teaching strategies in lifelong learning	1.1 Summarise learning and teaching strategies used in own specialism 1.2 Explain how approaches to learning and teaching in own specialism meet the needs of learners 1.3 Describe aspects of inclusive learning
2. Understand how to create inclusive learning and teaching in lifelong learning	2.1 Explain how to select inclusive learning and teaching techniques 2.2 Explain how to select resources that meet the needs of learners 2.3 Explain how to create assessment opportunities that meet the needs of learners 2.4 Explain how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
3. Understand ways to create a motivating learning environment	3.1 Explain ways to engage and motivate learners in an inclusive learning environment 3.2 Summarise ways to establish ground rules with learners to promote respect for others 3.3 Explain ways to give constructive feedback that motivates learners

Evidence requirements

Learners should produce a written or electronic document that clearly addresses each element from the assessment criteria. Strategies can be defined as the chosen methods of teaching and ensuring learning and specialism can be defined as your chosen subject area for delivery. Inclusive learning is incorporating a range of approaches where all learners are actively involved in the learning process. There is no word count for the written or electronic document

Forms to be completed

Form 2 - Individual Assessment and Reflective Record

Unit 4: Understanding inclusive learning and teaching in lifelong learning

Unit number: T/503/1235

Credit: 3

GLH: 12

Level: 4

Learning Outcome – The learner will:	Assessment Criteria – The learner can:
1. Understand learning and teaching strategies in lifelong learning	<ul style="list-style-type: none">1.1 Analyse learning and teaching strategies used in own specialism1.2 Evaluate the effectiveness of approaches to learning and teaching in own specialist area in meeting needs of learners1.3 Evaluate aspects of inclusive learning
2. Understand how to create inclusive learning and teaching in lifelong learning	<ul style="list-style-type: none">2.1 Analyse inclusive approaches to learning and teaching2.2 Analyse how to select resources to meet the needs of learners2.3 Explain how to create assessment opportunities that meet the needs of learners2.4 Review how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills
3. Understand how to create a motivating learning environment	<ul style="list-style-type: none">3.1 Explain how to engage and motivate learners in an inclusive learning environment3.2 Explain how to establish ground rules with learners to promote respect for others3.3 Review ways to give constructive feedback to motivates learners

Evidence requirements

Learners should produce a written or electronic document that clearly addresses each element from the assessment criteria. Strategies can be defined as the chosen methods of teaching and ensuring learning and specialism can be defined as your chosen subject area for delivery. Inclusive learning is incorporating a range of approaches where all learners are actively involved in the learning process. There is no word count for the written or electronic document, however work produced should reflect the Level at which it is aimed at.

Forms to be completed

Form 2 - Individual Assessment and Reflective Record

Unit 5: Using inclusive learning and teaching approaches in lifelong learning

Unit number: Y/503/1242

Credit: 3

GLH: 12

Level: 3

Learning Outcome – The learner will:	Assessment Criteria – The learner can:
1. Be able to plan inclusive learning and teaching sessions	<ul style="list-style-type: none">1.1 Plan a session for learning and teaching that meets the needs of learners1.2 Justify the selection of approaches to meet the needs of learners1.3 Plan assessment methods to meet the needs of learners
2. Be able to deliver inclusive learning and teaching sessions	<ul style="list-style-type: none">2.1 Apply learning and teaching approaches to meet the needs of learners2.2 Use resources to meet the needs of learners2.3 Communicate with learners to meet their needs and aid their understanding2.4 Provide constructive feedback to learners
3. Be able to evaluate own practice in delivering inclusive learning and teaching	<ul style="list-style-type: none">3.1 Reflect on own approaches to delivering inclusive learning and teaching3.2 Identify areas for improvement in own practice

Evidence requirements

Learners should produce a written or electronic session plan that clearly defines the strategy for their micro-teach session. Learners must be involved in the minimum of 60 minutes of micro-teaching, 15 minutes should be their own delivery whereupon they will offer and receive feedback. For the remaining 45 minutes learners should be involved in listening to and offering peer feedback. HABC recommend that as a minimum, there should be no fewer than four learners involved in this exercise.

Forms to be completed

Form 2 - Individual Assessment and Reflective Record

Form 3 – Session Plan

Form 4 – Self Evaluation and Reflection of Micro-Teach Delivery

Form 5 – Teacher Observation Report

Form 6 – Peer Observation and Feedback (one from each learner observing in the delivery)

Unit 6: Using inclusive learning and teaching approaches in lifelong learning

Unit number: R/503/1238

Credit: 3

GLH: 12

Level: 4

Learning Outcome – The learner will:	Assessment Criteria – The learner can:
1. Be able to plan inclusive learning and teaching sessions	<p>1.1 Plan a session for learning and teaching that meets the needs of learners</p> <p>1.2 Justify the selection of approaches to meet the needs of learners</p>
2. Be able to deliver inclusive learning and teaching sessions	<p>2.1 Demonstrate inclusive learning and teaching approaches to engage and motivate learners</p> <p>2.2 Demonstrate the use of appropriate resources to support inclusive learning and teaching</p> <p>2.3 Use assessment methods to support learning and teaching</p> <p>2.4 Communicate with learners to meet their needs and aid their understanding</p> <p>2.5 Provide constructive feedback to learners</p>
3. Be able to evaluate own practice in delivering inclusive learning and teaching	<p>3.1 Review own approaches to delivering inclusive learning and teaching</p> <p>3.2 Analyse how own inclusive learning and teaching practice can be improved to meet the needs of learners</p>

Evidence requirements

Learners should produce a written or electronic session plan that clearly defines the strategy for their micro-teach session. Learners must be involved in the minimum of 60 minutes of micro-teaching, 15 minutes should be their own delivery whereupon they will offer and receive feedback. For the remaining 30 minutes learners should be involved in listening to and offering peer feedback. HABC recommend that as a minimum, there should be no fewer than four learners involved in this exercise.

Forms to be completed

Form 2 - Individual Assessment and Reflective Record

Form 3 – Session Plan

Form 4 – Self Evaluation and Reflection of Micro-Teach Delivery

Form 5 – Teacher Observation Report

Form 6 – Peer Observation and Feedback (one from each learner observing in the delivery)

Unit 7: Manage learning and development in groups

Unit number: A/502/9550

Credit: 6

GLH: 30

Level: 4

Learning Outcome – The learner will:	Assessment Criteria – The learner can:
1. Understand the principles and practices of managing learning and development in groups	<ul style="list-style-type: none">1.1 Analyse the characteristics of group environments that foster learning and development1.2 Evaluate strategies to manage group behaviours and dynamics1.3 Evaluate management techniques which facilitate the delivery of learning and development in groups1.4 Analyse ways to involve learners in the management of their own learning and development in groups1.5 Analyse risks to be considered when managing learning and development in groups1.6 Explain how to manage barriers to individual learning in groups
2. Be able to manage group learning and development environments	<ul style="list-style-type: none">2.1 Facilitate communication, collaboration and learning between group members2.2 Use motivational methods to engage the group and its individual members in the learning and development process2.3 Consult with group members to adapt their learning and development environments to improve their learning outcomes2.4 Manage the risks associated with group learning and development
3. Be able to apply methodologies to manage learning and development in groups	<ul style="list-style-type: none">3.1 Involve learners in agreeing group learning and development objectives3.2 Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group3.3 Manage group learning strategies and delivery methods to reflect changing requirements3.4 Provide individual advice to learners to assist their decision-making about future

	learning needs
4. Be able to manage learning and development in groups to comply with legal and organisational requirements	<p>4.1 Support learner's rights in relation to equality, diversity and inclusion</p> <p>4.2 Minimise risks to safety, health, wellbeing and security of learners</p> <p>4.3 Manage confidentiality in relation to learners and the organisation</p> <p>4.4 Maintain learning and development records in accordance with organisational needs</p>

Evidence requirements

This unit is designed to assess occupational competence. Evidence for Learning Outcome 2, 3 and 4 must be gained from the candidate's performance in the work environment. Simulation, projects and assignments are not accepted as evidence for this Unit.

Forms to be completed

Form 8 – Assessor planning and recording form

Form 9 – Evidence of completion of assessment form

Unit 8: Principles of assessment in lifelong learning

Unit number: Y/503/1239
Credit: 3
GLH: 12
Level: 3

Learning Outcome – The learner will:	Assessment Criteria – The learner can:
1. Understand types and methods of assessment used in lifelong learning	<p>1.1 Explain the types of assessment used in lifelong learning</p> <p>1.2 Explain the use of methods of assessment in lifelong learning</p> <p>1.3 Compare the strengths and limitations of assessment methods to meet individual learner needs</p>
2. Understand ways to involve learners in the assessment process	<p>2.1 Explain ways to involve the learner in the assessment process</p> <p>2.2 Explain the role of peer and self-assessment in the assessment process</p>
3. Understand requirements for keeping records of assessment in lifelong learning	<p>3.1 Explain the need for keeping records of assessment of learning</p> <p>3.2 Summarise the requirements for keeping records of assessment in an organisation</p>

Evidence requirements

Learners should produce a written or electronic document that clearly addresses each element from the assessment criteria.

There is no word count for the written or electronic document

Forms to be completed

Form 2 - Individual Assessment and Reflective Record

Unit 9: Principles of assessment in lifelong learning

Unit number: R/503/1241
Credit: 3
GLH: 12
Level: 4

Learning Outcome – The learner will:	Assessment Criteria – The learner can:
1. Understand how types and methods of assessment are used in lifelong learning	<ul style="list-style-type: none">1.1 Analyse how types of assessment are used in lifelong learning1.2 Analyse how assessment methods are used in lifelong learning1.3 Evaluate strengths and limitations of assessment methods to meet individual learners needs
2. Understand how to involve learners in the assessment process	<ul style="list-style-type: none">2.1 Evaluate how to involve the learner in the assessment process2.2 Analyse the role of peer and self-assessment in the assessment process
3. Understand requirements for keeping records of assessment in lifelong learning	<ul style="list-style-type: none">3.1 Explain the need to keep records of assessment of learning3.2 Summarise requirements for keeping records of assessment in an organisation

Evidence requirements

Learners should produce a written or electronic document that clearly addresses each element from the assessment criteria.

There is no word count for the written or electronic document

Forms to be completed

Form 2 - Individual Assessment and Reflective Record

Unit 10: Understanding the principles and practice of assessment

Unit number: D/601/5313

Credit: 3

GLH: 24

Level: 3

Learning Outcome – The learner will:	Assessment Criteria – The learner can:
1. Understand the principles and requirements of assessment	<ul style="list-style-type: none">1.1 Explain the function of assessment in learning and development1.2 Define the key concepts and principles of assessment1.3 Explain the responsibilities of the assessor1.4 Identify the regulations and requirements relevant to the assessment in own area of practice
2. Understand different types of assessment methods	<ul style="list-style-type: none">2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3. Understand how to plan assessment	<ul style="list-style-type: none">3.1 Summarise key factors to consider when planning assessment3.2 Evaluate the benefits of using a holistic approach to assessment3.3 Explain how to plan a holistic approach to assessment3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility3.5 Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment	<ul style="list-style-type: none">4.1 Explain the importance of involving the learner and others in the assessment process4.2 Summarise types of information that should be made available to learners and others involved in the assessment process4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners

5. Understand how to make assessment decisions	<p>5.1 Explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> • sufficient • authentic • current <p>5.2 Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
6. Understand quality assurance of the assessment process	<p>6.1 Evaluate the importance of quality assurance in the assessment process</p> <p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>
7. Understand how to manage information relating to assessment	<p>7.1 Explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2 Explain how feedback and questioning contribute to the assessment process</p>
8. Understand the legal and good practice requirements in relation to assessment	<p>8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 Explain the contribution that technology can make to the assessment process</p> <p>8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 Explain the value of reflective practice and continuing professional development in the assessment process</p>

Evidence requirements

Learners should produce a written or electronic document that clearly addresses each element from the assessment criteria.

There is no word count for the written or electronic document

Forms to be completed

Form 2 - Individual Assessment and Reflective Record

Assessment Tracking Sheet

Form 1

Learner	Date started	M/503/1229 Sign-off Date	M/503/1232 Sign-off Date	T/503/1233 Sign-off date	F/503/1235 Sign-off Date	Y/503/1242 Sign-off date	R/503/1238 Sign-off Date	J/502/9550 Sign-off date	Y/503/1239 Sign-off date	R/503/1241 Sign-off Date	D/601/5313 Sign-off date	Portfolio completion date

Name of Teacher: _____

Signature: _____

Form 2

Learner's signature _____ **Date** _____

Teacher's signature _____ **Date** _____

IV/IQA signature _____ **Date** _____
(if sampled)

Session Plan**Form 3****Teacher:****Date:****Duration:****Aim of session:****Learning Outcome(s):**

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	What opportunities do learners have to practice their literacy, language, numeracy and ICT skills?

Self Evaluation and Reflection of Micro-Teach Delivery**Form 4**

Session Title	
Justify the selection of learning and teaching approaches used during the micro-teach and how it met the needs of your learner.	
Reflect on your own approach to deliver inclusive learning and teaching.	
Identify areas for improvement in your own area of practice using your own reflections and your teacher and peer feedback	

Learner's Signature: _____

Date: _____

Refer to Form 2 for further teacher comments.

Teacher Observation Report**Form 5****Session Title****Name of learner:****Name of teacher:****Date**

Did the learner:	Y/N	Notes
Present evidence of session planning (Form 3)		Ensure form 3 within portfolio
Introduce themselves and create a rapport with their learners?		
Use 'SMART' learning outcomes?		Clearly identified on Form 3 and within session.
Prepare resources which fully met the needs of the learners?		
Use resources to meet the needs of the learners?		
What resources were used?		
Communicate with learners to meet their needs and aid their understanding?		(give examples)
Provide constructive feedback to learners when opportunity presented itself?		(give examples)
Use a range of teaching and learning approaches appropriate to the group?		(give examples)
Ensure learning took place through assessment?		
What assessment methods were used?		
Summarise their session and refer to the learning outcomes?		

Strengths	
Areas for development	

Teacher's Name: _____ **Teacher's Signature:** _____
 (information to be used by the learner for completion of form 4)

Peer Observation and Feedback**Form 6****Title of Session****Name of observer:****Name of Learner:****Date:**

Did the learner:	Yes/No	Describe and give examples
Introduce themselves and create a rapport with the learners?		
State the learning outcomes?		
Prepare materials which met the need of the learners?		
Include the entire group during the session?		
Give positive feedback to the group when opportunity was presented to do so?		
Use a range of teaching and learning approaches?		
Carry out a suitable assessment?		
Summarise their session and refer to the learning outcomes?		

Strengths	
Areas for development	

This form will be used for evidence for the observer and the learner and copies need to be within each portfolio.

Form 7**Preparing to Teach in the Lifelong Learning Sector (PTLLS) Level 4
Record of Achievement**

Learner Name:		Organisation:		
Mentor Name:		Pathway		
Start Date:		Registration-date & number:		
Completion Date:		Certification date:		
IV/IQA date: (if sampled)		EV/EQA date: (if sampled)		

Assessment number	Target date	Date submitted	Date achieved
M/503/1229			
M/503/1232			
T/503/1233			
F/503/1235			
Y/503/1242			
R/503/1238			
A/502/9550			
Y/503/1239			
R/503/1241			
D/601/5313			

I confirm all work produced for this qualification is my own.

Learner's signature:

Date:

I confirm the above learner has successfully provided evidence to meet all learning outcomes.

Teacher's/Assessors signature:

Date:

I have sampled/not sampled this learner's evidence and confirm certification can be claimed.*

IV/IQA signature:

Date:

Facilitate learning and development in groups/individuals

Assessor/Learner planning and recording form.

Form 8

Learner	PTLLS Level 4	
Assessor	Location	Date

What activities were undertaken by the learner?						
What evidence is provided within the portfolio to support the activities undertaken?						
Which assessment criteria from the unit have been met?						
Assessor feedback						
Learner development from this feedback						
Date and time of next assessor learner meeting and activities to be undertaken.						

Learner's signature

Date

Assessor's signature

Date

Evidence of completion**Form 9**

Learner:
Assessor:

PTLLS Level 4	Unit
Date:	

Criteria	Date Achieved	Supporting evidence	Form 9 Ref
1.1			
1.2			
1.3			
1.4			
1.5			
1.6			
1.7			
2.1			
2.2			
2.3			
3.1			
3.2			
4.1			
4.2			
4.3			

Teacher/Assessors signature.**Date**

IV/IQA report (2 page document)**Form 10**

Learner's name		
Teacher's/Assessor's name		
IQA/IV		
Qualification		Pathway (if applicable)
Summary of sampling		
Date of IQA		

	Checklist	Yes	No
1.	Does the assessment planning clearly depict the intended activities for the learner to undertake before the next assessment?		
2.	Are the learner's assessment records being updated/completed on an ongoing basis?		
3.	Has the teacher confirmed authenticity, sufficiency, accuracy, consistency and validity?		
4.	Was the learner directly observed?		
5.	Where the teacher/assessors approved to fulfil their role?		
6.	Was knowledge and understanding assessed?		

Feedback to teacher/assessor	
Agreed action plan/development requirements	Target date

I confirm I have received feedback and fully understand any action points.	Teacher's Signature.		Date	
Does the evidence sampled meet the qualification requirements? Yes/No	IV/IQA Signature.		Date	

Glossary of Terms

Term	Definition
Action Plan	This is a formal agreement between the teacher and the learner, stating what will be achieved and when it will be achieved by.
Aim	A statement of what the teacher wishes to achieve by the conclusion of the session, course or programme.
APL/RPL	Accreditation of Prior Learning/Recognition of Prior Learning
Assessment	A process of measuring the achievement of learners.
Assessment Methods	A chosen method to assess a specified outcome. For example, written test, observation, skills test, reports and questioning (recorded).
Assessment Records	Documents used to record the outcome of an element or the full outcome of an assessment.
Assessor	The person making the decision with regards to the learners competence.
Associate Teacher	Please refer to the guidance given by Institute for Learning.
Coaching	This is normally a one-to-one or small group activity. The teacher of the learner(s) will closely observe the performance and give advice and guidance along the way.
Communication	The transfer of information from one person to another with the intention of bringing about a response.
Competence	The ability to complete a task to a set agreed standard; competency is declared by an assessor or teacher.
Contact Hours	The number of hours allocated for the formal programme delivery. This includes group tutorials and the delivery of theory aspects of the course or programme.
CPD	Continuous Professional Development - The continuous process of acquiring experience, skills and knowledge throughout work and life.
CTLLS	The acronym for the Certificate in Teaching in the Lifelong Learning Sector.
Diagnostic Assessment	The method of assessment to discover a learner's strengths or deficits within their work and to assist in determining a future course of action.

Term	Definition
Demonstration	Showing learners an example of best practice to undertake a task or to develop a skill by illustrating how it is done through actual performance.
DTLLS	The acronym for the Diploma in Teaching in the Lifelong Learning Sector.
E-Learning	Electronic learning - learning that is enhanced or supported through information and communication technology such as computers and websites.
Energiser	A method of energising a group, normally delivered when lethargy is displayed due to various circumstances. This can take the form of a break or a group activity catering for full inclusion.
Evaluation	Gathering information to judge the effectiveness of the teaching or training that has been delivered
External Verifier/EQA	Appointed by HABC to ensure that all assessments undertaken through Centres are fair, valid, consistent and meet the requirements of the standards
Feedback	Written or verbal information relayed to learners regarding their progress, which should always be constructive .
Formative Assessment	Ongoing assessment carried out throughout the lesson, session course or programme.
Full Teacher	Please refer to Institute for Learning guidance.
Ground Rules	Jointly agreed codes of behaviour set by the teacher and learners, normally agreed at the beginning of the session.
Group	A gathering of learners, normally numbering four or more.
Ice Breaker	Fun and informal method of introducing learners to each other, normally completed at the beginning of a new session.
IfI	Institute for Learning-The professional body for teachers in the Learning and Skills Sector www.ifl.ac.uk
ILP	Individual Learning Plan- A plan that has been designed to map the learner's course of action.

Term	Definition
Initial Assessment	A form of assessment used to disclose learners strengths, learning deficits and areas for development prior to commencement of tuition. Also a means of measuring a learner's ability, for example basic skills check (assessment).
Internal Verifier/IQA	Appointed by the Centre to ensure that all the assessments conducted are valid, authentic, current, sufficient, reliable and meet the requirements of the awarding body.
Intranet	An organisations own computer network system
ICT	Information Communication Technology. ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form, for example, personal computers, digital television, digital radios and email.
Learning Sessions	Lessons or sessions delivered by a teacher using a variety of methods and catering for inclusion.
Learning Programme	A scheme of work – a concise document which lists the sessions or lessons to be conducted.
Learning Style	The way in which a learner prefers to learn, e.g. visual, auditory and kinaesthetic.
LSIS	This is the Sector Skills Council (SSC) for learning and skills improvement in the UK.
Mentor	A person who gives a learner one-to-one support.
Methods of Assessment	There are three main categories: initial, formative and summative assessment. These can be conducted through observations, witness testimony, questions, simulations, work product, professional discussion and assignments, to name but a few.
Microteaching	A delivered session to peers within a learning environment.
Motivation	How a learner is encouraged to learn. This can include extrinsic, external, intrinsic or internal reasons for learning.
Non-verbal communication	Communication that does not involve spoken word, for example, body language or facial expression(s).
Objective/Learning Outcome	A statement of what will be learnt as a result of the teaching.

Term	Definition
Pedagogy	Teacher-centred learning.
PTLLS	The acronym for the Award in Preparing to Teach in the Lifelong Learning Sector
QTLS Framework	Qualified Teacher Learning and Skills Framework
Quality Assurance	Internal and external means of checking learning provisions through policy and internal and external verification.
Session Plan	A written plan produced by the teacher prior to the delivery of the teaching lesson or session.
SMART	An acronym for objectives (see Objective) that are Specific, Measurable, Achievable, Realistic and Time-bound.
Summative Assessment	An assessment conducted at the end of teaching to determine the final level of achievement. This is often done by means of a written assessment.
Teaching/Training Cycle	A systematic approach to teaching which includes five inter-linked stages. These are identifying needs, planning and designing learning, delivery, assessment and evaluation.
VACSR	An acronym for Valid, Authentic, Current, Sufficient and Reliable, normally used to assess work product.
Visual Resource	Visual materials used to enhance a session or lesson, such as PowerPoint™ presentations, pictures, videos, books and internet pages.