Level 5 Diploma in Education and Training (QCF)

Personal and Professional Practice File (3PF)

Ofqual Accreditation Number 601/0463/6

Mandatory Units

Background

The 3PF is part of the assessment strategy for the Ascentis Level 5 Diploma in Education and Training. Satisfactory completion of the 3PF and the associated assessment tasks will provide evidence that the candidate has achieved all of the learning outcomes and the assessment criteria in the units of assessment. (Mapping has been completed against the units of assessment).

The 3PF takes a holistic approach to assessment. It is intended to be a dynamic document that develops incrementally throughout the programme of study, demonstrating the development of the knowledge, understanding, skills and teaching practice of the candidate.

In developing the 3PF as part of its assessment strategy for its teacher training and related qualifications, Ascentis recognises the need to give trainee teachers and teacher educators opportunities to show the individual progress trainee teachers make over the course of their learning programme, to provide 'a more personalised, tailored and negotiated form of assessment' (Adams, 1995).

In addition to the 3PF there are supplementary assessment tasks for some of the units. Whilst it is possible, depending on the combination of units chosen, to assess the mandatory and optional units mostly through the 3PF, some units are assessed through a combination of the 3PF and supplementary assessment tasks. It is the responsibility of the candidate to maintain the 3PF, which must be available to tutors, internal verifiers and external verifiers when necessary.

All Personal and Professional Practice File documentation must be completed. It is recommended that the 3PF is completed and updated as an electronic document; however, hard copies will be required for assessment, internal verification and external verification.

The 3PF contains the following elements

- Curriculum vitae (CV)

- Teaching role and log (TRL)

- Planning, delivery and evaluation (PDE)

- Resources Review (RR)

- Observation record (OR)

- Record of development (RoD)

- Reflective journal (RJ)

It is envisaged that the evidence for the 3PF will be gathered in a variety of ways, of which the following are examples

- the practical teaching undertaken by the candidate
- the academic study and attendant reading and research completed by the candidate
- the activities undertaken by the candidate in taught sessions, e.g. presentations, seminars, group work etc.

Candidates must always be aware that it is the quality of the work they produce, and not the quantity, that determines the level of achievement.

The following pages provide detailed guidance on the use and completion of the 3PF.

Curriculum Vitae (CV)

An up to date curriculum vitae must be maintained (European CV format is recommended http://europass.cedefop.eu.int).

An up to date CV demonstrates

- Subject-specific qualifications and knowledge
- Appropriateness of subject knowledge
- Non subject-specific qualifications
- Industrial/vocational experience
- Background in teaching and/or training
- Recent CPD

It is an essential document

- To confirm the appropriateness of the qualification for the candidate
- To confirm the correct starting point for the candidate
- To enable teacher educators to provide feedback on the appropriateness of the candidate's subject knowledge
- To enable the identification of appropriate areas for the candidate's personal and professional development
- To provide evidence that the candidate has achieved some of the learning outcomes and has met some of the assessment criteria in the units of assessment

The Teaching Role and Log gives the candidate the opportunity to explain the context of their teaching; their role in the education and training sector; the ways in which they work with other subject specialists and other learning professionals in supporting the achievement of their learners; the legislation important to their work and the need for record keeping. It is also the section of the 3PF where a candidate logs the required teaching hours.

A minimum of 100 hours must be logged for the Ascentis Level 5 Diploma in Education and Training qualification. The TRL must also provide information on the context in which the candidate teaches.

It should include

- The candidate's contact details
- Details of the type, levels and length of course(s) taught
- Evidence that the candidate has taught groups of learners.

(200-300 words)

- An analysis of the setting in which the candidate's teaching takes place including context, organisation and curriculum and how the curriculum can vary depending on the context.

(750-1000 words)

- An evaluation of candidate's own role and responsibilities in the education and training sector including an analysis of the boundaries between the teaching role and other professional roles.

(750-1000 words)

- An explanation of how and why the candidate works/liaises with other professionals in his/her teaching role including professionals whom the candidate liaises with in order to refer learners for support and support learner progression.

(400-500 words)

- An analysis of the impact of government policies and regulatory bodies, including funding bodies on practice in the education and training sector

(400-500 words)

- An explanation of the role of stake holders and external bodies in education and training and why it is important to work in partnership with employers and other stake holders.
- An explanation of how being accountable to stakeholders and external bodies impacts on education and training providers, and an analysis of the impact that this has on curriculum design, delivery and assessment in your specialist area.

(750-1000 words)

- Definitions of the concepts of professionalism and dual professionalism in education and training
- An explanation of the ways in which the candidate's professional values influence own teaching practice.

(300-400 words)

- A summary of the aims and structure of a range of key courses and qualifications in the candidate's own area of specialism.

(350-500 words)

- Proposals to improve the curriculum offer in own specialist area

(350-500 words)

- An outline of the quality assurance and quality improvement systems and procedures applicable to the candidate's teaching context and how the candidate contributes to these systems. An explanation of the function of self-assessment and self-evaluation in the quality cycle. An evaluation of a learning programme a candidate teaches on in accordance with the systems and procedures in own context. Identification of areas for improvement.

(1000-1200 words)

The TRL must be updated whenever necessary to demonstrate currency of experience.

Rationales/analysis/discussions/evaluations/reflections must be appropriately referenced using the Harvard bibliographical referencing system.

This section of the 3PF will provide evidence relating to the candidate's ability to plan, deliver and evaluate inclusive teaching and learning sessions which meet the needs of learners. This includes their choice of teaching and learning approaches including those approaches needed for the specialist area in which candidates may work. Candidates will need to show the link between their approaches to teaching and learning and how these relate to the key theories of learning. Candidates will also demonstrate their understanding of the importance of assessment in teaching and learning, including the role of initial assessment in planning for learning. Candidates will also provide evidence that they understand the literacy, language, numeracy and ICT skills their learners need to succeed on their learning programme and the appropriate ways in which they can support the development of these underpinning skills.

It must include

1   A scheme of work for an identified learning programme, covering a minimum of 30 sessions, with each session lasting a minimum of one hour.

2   A rationale for the scheme of work which addresses the following

- An explanation of how the candidate's teaching and learning programme is informed by theories, principles, models of curriculum design, curriculum development, communication and assessment
- An analysis of how the candidate's teaching and learning practice is underpinned by inclusive learning approaches.
- An explanation of how the candidate's teaching and learning approaches address the equality and diversity of their learners and promotes an inclusive learning environment, i.e. meets the needs of all learners in their own area of specialism
- An analysis of the teaching and learning approaches used including those which are required for the candidate's specialist area
- An explanation of how the teaching and learning approaches used are linked to the key theories of learning
- An evaluation of opportunities provided to develop and **assess** the underpinning literacy, language, numeracy and ICT skills (functional skills) learners need in order to succeed on their learning programmes
- Analyse theories of behaviour management and how they inform how the candidate creates and maintains a safe and effective teaching and learning environment, in which learner's value and respect each other and are motivated to learn. Candidates may wish to include examples, e.g. using ground rules etc.
- An explanation of why it is important to promote appropriate behaviour and respect for others.
(2000-2500 words)

3   Session plans, related to the scheme of work for 30 hours of practical teaching.

4   A critical commentary/analysis of assessment and feedback issues including:

- An explanation of how the candidate has used the initial assessment of their learners to plan, negotiate and record their learning goals and how effective this has been
- An explanation of a range of assessment methods, including peer and self-assessment and an evaluation of how they are used effectively to meet the needs of the learners and the learning programme
- A discussion on the role of feedback in assessment for and of learning and the impact on learner motivation
- An explanation of ways of promoting opportunities for the candidate's learners to provide them with feedback on their learning experience which informs the candidate's practice
- A summary of the assessment records and a rationale for their appropriateness
- A sample learner assessment designed to meet internal and external requirements
- Sample learner ILPs
- A detailed explanation of how a completed ILP:
- Demonstrates adherence to the principles of learning needs analysis followed by an organisation
- Illustrates the individual learning needs, preferences and learning style of the learner
- Illustrates a range of methods available to assess individual learning needs
- An explanation/summary of a discussion with a learner advising him/her about learning and development options to meet his/her priorities, learning preferences and learning styles
- An explanation of how own assessment practice has taken account of theories, models and principles of assessment.
(1500-2000 words)

5 Evaluations of each of the 30 sessions, analysing what was successful, not successful and identifying areas for improvement. Evaluations should cover teaching and learning approaches, communication strategies, resources and assessment practices and include discussion of how identified strengths and areas for improvement will influence the planning of future sessions.

Rationales/analysis/discussions/evaluations/reflections must be appropriately referenced using the Harvard bibliographical referencing system.

The Resources Review provides an opportunity for candidates to show their knowledge, understanding and use of a range of general and subject specific resources, including new and emerging technologies, which promote inclusion and effective teaching and learning. It also allows candidates to demonstrate their skills of evaluation and analysis.

The Resources Review is in two parts. Candidates need to:

1   Provide an overview of and rationale for the resources that are used in their teaching including how they adapt resources to meet the needs of learners and how they have ensured that their resources meet national guidelines/legislation and organisational policies. Comment on the impact of the use of technology on curriculum design in own area of specialism.

(1000-1200 words)

2   Choose three resources, one of which must be a 'technological' resource and provide:

- An explanation of how and why these resources are used
- An analysis of how they contribute to inclusive learning
- An explanation of how they provide opportunities for learners to develop their literacy, language, numeracy and/ICT skills
- An evaluation of the overall effectiveness of these resources
- An explanation of how resources have been adapted to meet the needs of individual learners and how learners have been guided in using them.

(1000-1500 words)

Analysis/discussions/evaluations/reflections must be appropriately referenced using the Harvard bibliographical referencing system.

In this section of the 3PF candidates provide evidence that they have achieved the appropriate number of satisfactory observations. They will also show they have acquired and developed appropriate practical teaching skills including classroom and behaviour management. Their observation record further allows candidates to demonstrate reflection in action. It must include:

- The appropriate number of successful observation reports as outlined in the specification booklet

- Reflections on these observations and evidence of any actions taken as a result of the observations, including in response to action points arising from observations.

Analysis/discussions/evaluations/reflections must be appropriately referenced using the Harvard bibliographical referencing system.

The RoD is the means by which a candidate plans, reflects on and records his/her progress on the programme of study.   The record of development should include

- A copy of the candidate's own initial assessment including any assessment in literacy, language, numeracy or

- A copy of the candidate's own Individual Learning Plan (ILP)
- Records of additional learning support (if applicable)
- Records of tutorials and any related action planning
- Records of meetings with mentors and any related action planning
- Records of peer observation (if applicable)
- Records of cross-contextual experiences (if applicable)
- A self-evaluation of the candidate's own strengths and areas for development
- An overview of the candidate's professional skills, including an explanation of the application of theories, principles and models of curriculum design in own practice
- A record of the candidate's own wider professional practice
- Details of the candidate's own literacy, language, numeracy and ICT skills and levels
- Details of the candidate's use of resources to meet learner needs
- Details of the candidate's own assessment practice

(750-1000 words)

- An analysis of how the candidate's own personal, interpersonal and professional skills impact on learners and other learning professionals

(750-1000 words)

- A discussion of how the candidate uses different communication methods to meet the needs of both learners and the organisation in which they work. An explanation of how communication skills can be improved and barriers to effective communication addressed.

(750-1000 words)

Analysis/discussions/evaluations/reflections must be appropriately referenced using the Harvard bibliographical referencing system.

The Reflective Journal will provide a space for candidates to demonstrate, through their reflections, an understanding of how theory and practice come together in their teaching and learning and to show how they have developed as a reflective practitioner.

A reflective journal **must** be maintained **throughout** the programme of study.

The focus of reflection should be concentrated on the following areas

- A discussion of the concept of professionalism in the education and training sector and the impact of professionalism on the candidate's own inclusive teaching and learning practice.
- Reflective learning - the candidate's own learning and development and reflection on factors that affect their learning, e.g. personal, social, organisational, external factors.
- Reflective teaching practice - the candidate's teaching practice and a systematic analysis of what, why, how an individual teaches and ways to improve professional practice.

This will include a review of the following areas

- The candidate's effectiveness in using inclusive teaching and learning approaches in meeting the needs of all learners
- Ways to improve candidate's own practice in meeting the needs of all learners – including a review of candidate's use of assessment based on learners' views as well as own reflections
- How the candidate has used the minimum core to support their practice
- Ways in which the candidate has engaged and motivated learners
- Alongside the continuous reflections candidates need to show they understand models of reflection on which they can draw. Therefore candidates need to include in their reflective journal evidence that they have researched the main models of reflection.
- In the candidate's Reflective Journal they should explain the model(s) which they have used in their reflections on their practice and professional development and why they have chosen to use a particular model(s).

Analysis/discussions/evaluations/reflections must be appropriately referenced using the Harvard bibliographical referencing system.

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