



Level 4 Certificate in Education and Training (QCF)

Personal and Professional Practice File (3PF)

Ofqual Accreditation Number 601/03207/3

Mandatory Units

Background

The 3PF is part of the assessment strategy for the Ascentis Level 4 Certificate 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)

Evidence for the 3PF

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.

Teaching Role and Log (TRL)

The Teaching Role and Log gives the candidate the opportunity to explain 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 their required teaching hours.

A minimum of 30 hours must be logged for the Ascentis Level 4 Certificate in Education and Training qualification.

It should include

- The candidate's contact details
- A review of the candidate's own role in the education and training sector, explaining its responsibilities and limits; how teachers work within professional boundaries and how to work with other professionals who support learners to achieve and promote progression (550 – 700 words)
- A summary and explanation of the records that must be maintained within the candidate's organisation, including records of all aspects of assessments (250-300 words)
- A summary of specific legislation that must be complied with / of which teachers must be aware (350-500 words)
- A discussion of equality and diversity issues relevant to the candidate's role within the education and training sector (350-500 words)
- An explanation of the importance of promoting and maintaining a safe, secure and supportive learning environment which promotes respect for others (350-500 words)

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

Note: Candidates need to demonstrate evidence of some research and wider reading in their answer and demonstrate the skills of analysis and evaluation.

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

Planning, Delivery and Evaluation (PDE)

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 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; how these are assessed and the appropriate ways in which they, as teachers, can support the development of these underpinning skills.

This section of the 3PF will provide evidence relating to the candidate's learners, session planning, delivery and evaluation.

It must include

- A scheme of work for an identified learning programme, covering a minimum of 10 sessions, with each session lasting a minimum of one hour.
- Session plans, related to the scheme of work for 10 hours of practical teaching which meets learners' needs

A rationale for the scheme of work and session plans which addresses the following

- How the candidate's planning and delivery of teaching and learning approaches and use of communication methods and media address the equality and diversity needs of learners and promote an inclusive learning environment, i.e. how the candidate plans to meet the needs of all learners
- Justifies the teaching and learning approaches used including those which are required for the candidate's curriculum in their specialist area
- Identifies the underpinning literacy, language, numeracy and ICT skills learners need in order to succeed on their learning programmes and how the candidate supports the assessment and development of these skills in the vocational/specialist programme.
- How the candidate creates and maintains a purposeful and inclusive teaching and learning environment

(2000 words)

A discussion of assessment and feedback issues including

- A review of the assessment requirements for programmes the candidate is teaching
- How the candidate has used the initial assessment of learners to plan, negotiate and record their learning goals and how effective this has been
- How the candidate uses assessment for learning to support effective teaching and learning
- The types and methods of assessments the candidate uses in their practice 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 questioning and feedback in the assessment process
- Ways of promoting opportunities for learners to be involved in the assessment process including self and peer assessment
- Include notes of discussions the candidate has had about learner assessment with other relevant professionals

(1200-1500 words)

- Evaluate the effectiveness of the teaching and learning and assessment approaches the candidate uses in their own area of specialism. Discuss how these approaches draw on and include aspects of inclusive teaching and learning and explain what makes these approaches effective. In particular, focus on how sessions were effective in meeting the individual needs of learners utilising feedback, analysing what was successful, not successful and identifying areas for improvement, including resources and discussion of how this will affect planning future sessions

(1000-1500 words)

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

Resources Review (RR)

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

- Provide an brief overview of the resources that are used in their own teaching

(400 words)

Choose three resources, one of which must be a 'technological' resource and discuss

- how and why these resources promote inclusive learning
- how they contribute to developing learners' literacy, language, numeracy and ICT skills
- how the resources have been adapted to meet the needs of individual learners
- the overall effectiveness of these resources including any limitations and how the candidate could improve own practice in using resources in meeting the needs of all learners

(1000 – 1500 words)

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

Observation Record (OR)

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.

Record of Development (RoD)

The RoD is the means by which a candidate plans, reflects on and records his/her progress on the programme of study. It will show the skills a candidate demonstrated on entry to their course, including their literacy, language, numeracy and ICT skills, and how they have developed and progressed over his/her period 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 ICT
- 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 communication skills, including how the candidate used different communication methods to meet the needs of both the learners and the organisation in which they work. How communication skills can be improved and barriers to effective communication addressed. (750 words)
- Evidence of the candidate's personal development as a teacher/trainer, any difficulties experienced and actions taken

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. The reflective journal will show an awareness of and application of reflective models.

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

The focus of reflection should be concentrated on the following two important areas

- 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

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



Tel: 01524 845046
Email: enquiries@ascentis.co.uk
Fax: 01524 388467
www.ascentis.co.uk

Office 4, Lancaster Business Park,
Mannin Way, Caton Road,
Lancaster, LA1 3SW

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