



Level 3 Award in
Education and Training
Specification

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ASCENTIS' MISSION STATEMENT

'Building Partnerships to Advance and Accredit Lifelong Learning for All.'

About Ascentis

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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LEVEL 3 AWARD IN EDUCATION AND TRAINING

Introduction

The Ascentis Level 3 Award in Education and Training is an introductory teaching qualification. The award is appropriate for teachers, tutors and trainers who may be working within an FE college, Adult and Community Learning Centre or Learning Provider and for those delivering work based training such as within voluntary, community, private and public organisations.

The award gives the candidate an introduction to teaching and explores roles and responsibilities associated with the teaching role. The planning and delivering of sessions including engaging and motivating learners and establishing ground rules within a learning environment is covered. It explores the different assessment methods and the need for record keeping. The delivery of an observed micro-teaching session or an assessed practice in a real work environment is a requirement of this qualification.

There are several features of this qualification that make it very appropriate for its target learners:

- Ascentis-devised assessment task designed to cover all the assessment criteria within the units
- Assessment tasks designed to be holistic and relevant to candidates working or intending to work within a wider range of learning environments in the Lifelong Learning sector
- Centre-devised assessment tasks are permissible provided they are approved by Ascentis before commencement of delivery
- Can be achieved by pre-service or in-service candidates.

This qualification replaces the QCF Level 3 Award in Preparing to Teach in the Lifelong Learning Sector and the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) introduced in 2007 and updated in 2011.

Aims

The aims of the qualification are to enable learners:

- 1 To understand the roles and responsibilities in relation to teaching
- 2 To understand appropriate teaching and learning approaches within the candidate's specialist area
- 3 To plan, deliver and evaluate micro-teaching sessions or assessed practice in a real work environment
- 4 To understand the use of assessment methods and record-keeping

Target Group

This qualification is aimed at a range of learners, including:

- Pre-service and in-service candidates who need an initial award for their role as a teacher, trainer or tutor within an FE college, Adult and Community Learning Centre, Training Providers
- Candidates delivering work based training within voluntary, community, private and public organisations.

Ofqual Qualification Accreditation Number

Level 3 Award in Education and Training: 601/0306/1

Rationale for the Rules of Combination

To be awarded this qualification the learner must achieve a total of 12 credits:

- 3 credits from Group A
- 6 Credits from Group B
- 3 Credits from Group C

Rules of Combination

Level 3 Award in Education and Training				
Minimum credits: 12				
Group A - Mandatory units				
Credit (from Group A) Mandatory units: 3				
Title	Level	Credit Value	GLH	QCF Unit ref
Understanding roles, responsibilities and relationships in education and training	3	3	12	H/505/0053
Group B – Optional Units				
Minimum credit (from Group B) Optional units: 6				
Understanding and using inclusive teaching and learning approaches in education and training	3	6	24	D/505/0052
Facilitate learning and development for individuals (Learning and development unit)	3	6	25	J/502/9549
Facilitate learning and development in groups (Learning and development unit)	3	6	25	F/502/9548
Group C – Optional Units				
Minimum credit (from Group C) Optional units: 3				
Understanding assessment in education and training	3	3	12	R/505/0050
Understanding the principles and practices of assessment (Learning and development unit)	3	3	24	D/601/5313
Credits from equivalent Units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				

Unit certification is available for any unit.

Time Limit for the Process of Credit Accumulation or Exemptions

Credit accumulation can be within the life span of the qualification.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification range from 48 to 61 dependent upon which optional units are selected.

Recommended Prior Knowledge, Attainment and/or Experience

As part of the selection process for entry onto this qualification programme all potential candidates should be interviewed and undertake an initial assessment of their skills in English, mathematics and ICT. All candidates should record their development needs and, where applicable, agree an action plan to address them.

Centres need to ensure that candidates are selected for suitability on the course establishing that they meet the following minimum criteria:

- Can read and communicate clearly and accurately enough to meet the requirements of their training
- Hold a relevant vocational and/or academic qualification of at least the level above that of their learners and ideally a minimum Level 3 qualification in his/her own area of specialism

Age Range of Qualification

This qualification is listed as appropriate for learners of 19+.

Opportunities for progression

Candidates who have achieved the Level 3 Award in Education and Training could progress to either the Level 4 Certificate in Education and Training or the Level 5 Diploma in Education and Training. Both of these qualifications require the candidate to not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults.

The Level 3 unit Understanding roles, responsibilities and relationships in education and training is also a mandatory unit in the Level 4 Certificate in Education and Training. For those candidates who achieve this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

Mapping/Relationship to National Occupational Standards

The units of assessment for this Award were written by LSIS and are based on the professional standards for teachers, tutors and trainers in the Lifelong Learning Sector.

Resources to support the Delivery of the Qualification

These are outlined in Appendix 7.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered within seven weeks of commencement of a course via Rhombus (the Ascentis learner registration portal), contact the Accreditation Unit, accreditation@ascentis.co.uk for the 'Rhombus Step by Step Guide'.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement, for candidates with particular requirements reasonable adjustments may be made in order that candidates can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any candidate suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Key Information/Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements for the Ofqual General Conditions (November, 2012). Full details of this procedure, including how to make an application, are available from the Key Information/Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

Internal Assessment

To achieve the Level 3 Award in Education and Training evidence of achievement of all the assessment criteria must be demonstrated together with at least one hour of micro-teaching. Within this hour they must deliver a minimum of 15 minutes of micro-teaching, which should be observed and assessed by a member of the delivery team. Ascentis-devised assessment tasks are included, covering all the assessment criteria of the unit and the normal expectation is that all sections of this assessment task will be completed by candidates. It is designed to meet the needs of candidates working or intending to work within a wide range of learning environments within the lifelong learning sector. Centre-devised assessment tasks are permissible, providing there is a rationale for these which will need to be approved by Ascentis prior to delivery.

All assessment tasks should be internally verified within the centre. Ascentis will arrange external verification at a time convenient to the centre, and certification is available throughout the year.

Completion of Assessment Task

Candidates need to complete all sections of the assessment task for the unit in order to achieve the award. These are marked within the centre by an assessor who may or may not be the tutor delivering the course. Tutors/assessors marking the assessment tasks should consider whether all the assessment criteria that the task covers have been met. All assessment criteria within the unit must be achieved in order to achieve the award.

The tutor/assessor must be confident that the work is the candidate's own work. For example, this can be ensured by completion of at least part of an assessment task within a supervised classroom environment. The Authenticity Cover Sheet includes a statement on authentication which needs to be signed by both the candidate and assessor. This is found in Appendix 6.

Tutors/assessors may give advice and guidance on the type of evidence/resources that need to be produced but cannot aid candidates in the development and production of work to be assessed. Candidates are allowed to re-draft and re-submit work up to three times. Tutors may provide feedback to the candidate pointing out areas of weakness in order that these can be improved on during further re-drafting. However, tutors/assessors cannot aid candidates in the development and production of work to be assessed.

If candidates fail to meet the required standard for any of the assessment tasks, after re-drafting and re-submitting up to three times, further support will need to be provided by the tutor and mentor in order that they are able work towards the standard. Individual Learning Plans may need to be reviewed in order that support for the candidate is identified and provided.

Generic Criteria

All candidates' evidence needs to demonstrate that they have met the following generic criteria for each unit as well as covering the appropriate assessment criteria within the unit:

- Accurate use of grammar, spelling and punctuation
- Clear expression of ideas and arguments
- Use of reading and research through the inclusion of appropriate references in written text
- Accurate use of numerical calculations and interpretation of data
- Use of information and communication technology
- Commitment to working within a professional value base

Practice Requirements

There is a minimum requirement for candidates to engage in observed and assessed microteaching for the following optional unit:

- Understanding and using inclusive teaching and learning approaches in education and training (Level 3)

For this unit, candidates must be involved in at least one hour of micro-teaching. Within this hour they must deliver a minimum of 15 minutes of micro-teaching, which should be observed and assessed by a member of the delivery team. The micro-teaching session will usually be delivered to a group, which may be other candidates on the course.

For the additional 45 minutes candidates can either deliver additional micro-teaching sessions or observe the micro-teaching sessions of other candidates.

If the candidate is already engaged in real teaching practice, this can be used to meet the requirements of this unit instead of micro-teaching. Real teaching practice can take place in the following settings:

- Further Education
- Further Education in Higher Education settings
- Adult and Community Education
- Literacy, Numeracy and ESOL provision within further and adult education
- Workplace

A pro-forma which can be used by observers and assessors of micro-teaching and for peer observation of micro-teaching is attached in Appendix 3.

There is a requirement to undertake observed and assessed practice in a real work environment for the following optional units from the Learning and Development suite that are included in this qualification:

- Facilitate learning and development for individuals (Level 3)
- Facilitate learning and development in groups (Level 3)

Practice should be in the appropriate context – either with groups of learners or with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for these units.

The practice, including observed and assessed practice, requirements for all units are summarised in Appendix 2.

Centre-devised Assessment Tasks

There may be some circumstances when the Ascentis-devised assessment tasks are not appropriate to a particular cohort of candidates. In such situations, the centre may devise alternative assessment tasks, which must cover all the assessment criteria within the unit and the requirements for teaching practice and assessed observations. Assessment tasks must be approved by Ascentis prior to commencement of delivery of the award. They should be submitted on the pro-forma in Appendix 5, and must include mapping of the tasks to the assessment criteria

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Key Information section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will normally be visited twice a year for external verification; although more frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the accredited provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre are using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Have appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Are using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Staff development, including guidance and support for assessors and internal quality assurance staff can be requested either as part of an external verification visit or as a bespoke session for centres. Please contact the Ascentis Quality Assurance team for further details qualityassurance@ascentis.co.uk.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

All those delivering units and/or observing and assessing practice for the Level 3 Award in Education and Training should have all of the following:

- a teaching qualification (this does not include qualifications that only provide an introduction to teaching, for example, the Level 3 Award in Education and Training or the Level 3 or Level 4 PTLLS awards);
- evidence of relevant teaching experience in an education and training context;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes

There are additional requirements for those who assess the Learning and Development units.

All those who assess these units must:

- already hold the unit they are assessing (or a recognised equivalent)
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following qualifications or their recognised equivalent
 - Level 3 Award in Assessing Competence in the Work Environment (QCF); or
 - Level 3 Certificate in Assessing Vocational Achievement (QCF); or
 - A1 Assess candidate performance using a range of methods; or
 - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- Show current evidence of continuing professional development in assessment and quality assurance.

Internal Verifiers need to be competent assessors with knowledge of the internal verification process. Training is available from Ascentis for any one new to this role.

Centre staffing will be checked as part of the centre recognition process, which will ask for copies of CVs and teaching certificates.

UNIT SPECIFICATIONS

Understanding roles, responsibilities and relationships in education and training

Credit Value of Unit: 3

GLH of Unit: 12

Level of Unit: 3

Introduction

The purpose of this unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training. It includes responsibility for maintaining a safe and supportive learning environment for learners.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand the teaching role and responsibilities in education and training	1.1 Explain the teaching role and responsibilities in education and training 1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities 1.3 Explain ways to promote equality and value diversity 1.4 Explain why it is important to identify and meet individual learner needs
2 Understand ways to maintain a safe and supportive learning environment	2.1 Explain ways to maintain a safe and supportive learning environment 2.2 Explain why it is important to promote appropriate behaviour and respect for others
3 Understand the relationships between teachers and other professionals in education and training	3.1 Explain how the teaching role involves working with other professionals 3.2 Explain the boundaries between the teaching role and other professional roles 3.3 Describe points of referral to meet the individual needs of learners

Indicative Content

- What it means to be a teacher in education and training including the importance of context and how this influences the functions of a teacher
- Working with 14-16 year olds; 16-19 year olds and 19+ learners
- Relevant legislation and how this impacts on the role of the teacher and the experience of the learner in the classroom
- Understanding the Overarching Professional Standards for teachers, tutors, trainers in education and training
- Teacher responsibilities in relation to equality and diversity
- The range and roles of professionals involved in teaching and supporting learners and referring learners for support
- Working within professional boundaries as a teacher
- Maintaining professional relationships with colleagues involved in teaching and supporting learning
- Recognising the Functional Skills of Literacy, language and numeracy (LLN) learners need to succeed on their programme of learning and identifying ways of supporting learners to develop these skills, **e.g. embedding LLN into vocational programmes**
- Understanding your role in identifying and meeting learners' needs
- Managing the physical, social and learning environment to promote and encourage individual and group learning in a safe and secure setting

ICT Focus

- Explore and show awareness of different pathways and methods of communication using ICT within an educational context i.e. MSN, Facebook, email, consider professional boundaries.
- Student teachers to set up professional email accounts and consider the impact this method of communication can have on roles and responsibilities both as a teacher and a student
- Use email or blog to create a professional reflective journal
- Discuss and consider safeguarding issues relating to online practice
- Locate internet policy within own work place recognising the need to maintain and update policies as an on-going process

Possible resources to support the above could include: Hotmail, Gmail, Yahoo, eblogger, BlogSpot, blogster, Child Net <http://www.childnet-int.org/> Child Exploitation and Protection Center <http://ceop.police.uk/>

Note: Fast browsers will help when using and working with the internet, these may include – Firefox, Safari, Google Chrome, Opera Browser

Assessment Tasks

Understanding roles, responsibilities and relationships in education and training

The candidate will demonstrate understanding of the teaching role, its responsibilities and boundaries, the importance of maintaining professional relationships and promoting. This should include:

- 1 A review of the teaching / training role, explaining its responsibilities and limits; how teachers work within professional boundaries and how to work with other professionals who support learners
 - 2 A review of the records that must be maintained and the reasons for them
 - 3 A summary of specific legislation that must be complied with / of which teachers must be aware
 - 4 A discussion of equality and diversity issues relevant to a teaching / training situation
 - 5 A description of the importance of promoting and maintaining a safe and secure learning environment
- (Approximately 1750 words)**

In completing the Assessment tasks all assessment criteria need to be completed.

UNIT SPECIFICATIONS

Understanding and using inclusive teaching and learning approaches in education and training

Credit Value of Unit: 6

GLH of Unit: 24

Level of Unit: 3

Introduction

The purpose of this unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand inclusive teaching and learning approaches in education and training	1.1 Describe features of inclusive teaching and learning 1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs 1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills
2 Understand ways to create an inclusive teaching and learning environment	2.1 Explain why it is important to create an inclusive teaching and learning environment 2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs 2.3 Explain ways to engage and motivate learners 2.4 Summarise ways to establish ground rules with learners
3 Be able to plan inclusive teaching and learning	3.1 Devise an inclusive teaching and learning plan 3.2 Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs
4 Be able to deliver inclusive teaching and learning	4.1 Use teaching and learning approaches, resources and assessment methods to meet individual learner needs 4.2 Communicate with learners in ways that meet their individual needs 4.3 Provide constructive feedback to learners to meet their individual needs
5 Be able to evaluate the delivery of inclusive teaching and learning	5.1 Review the effectiveness of own delivery of inclusive teaching and learning 5.2 Identify areas for improvement in own delivery of inclusive teaching and learning

Indicative Content

Understanding and evaluating **active learning** and **learner-centred** approaches to teaching and learning in own specialist area ,including:

- assessment for learning
 - co-operative learning
 - differentiation
 - embedding literacy, language and numeracy (LLN)
 - experiential learning
 - learning conversations
 - modelling
 - multi-sensory learning
 - relating theory and practice
 - using e-learning and technology
-
- Inclusive learning practice and what it means for teachers in education and training
 - The range of inclusion challenges for teachers and learners – including barriers to learning
 - Types of motivation – including intrinsic and extrinsic motivation
 - Factors affecting learner motivation to work and learn e.g. subject interest, learner perception of subject usefulness, general desire to achieve, self-confidence and self-esteem
 - Strategies to promote learner motivation

Role of on-going constructive feedback in motivating learners

As part of delivering a micro teaching session the learner should know:

How to plan an inclusive learning session using **active learning and learner-centred** approaches

- Schemes of work: content - e.g. topics, aims and objectives, teaching and assessment methods, resources
- Session plans: content – e.g. aims and objectives, tutor activities, learner activities, assessment methods, resources, timings, strategies for differentiation, opportunities for embedding functional skills
- Learning and teaching resources: e.g. hand outs, worksheets, case studies, diagrams and charts, textbooks, journals, range of audio-visual aids, new and emerging technologies
- Strengths and limitations of learning and teaching resources in relation to individual and group learning needs
- Making the link between a session plan and how the approaches outlined and detailed in the plan meet the individual needs of learners

Delivering an inclusive learning session which shows:

- An understanding of the strategies, tools and pedagogy approaches that support inclusivity
- Materials and resources that enable equal access to learning and assessment and how to adapt them
- An understanding of how learners can take responsibility for their own learning and become expert learners
- How to become a reflective practitioner

How to evaluate own practice and identify own learning needs in relation to inclusive teaching and learning

ICT Focus

- Consider appropriate use of email and link to safeguarding issues in an educational context
- Investigate internet policy in the workplace and consider its impact on teaching and learning
- Use email or blog to create a reflective journal
- Use email to give constructive feedback to members of the group
- Identify how technology will develop your teaching and learning in the future to aid an inclusive approach to practice
- Consider the impact of social media both positive and negative on inclusivity in teaching and learning
- Use open source word processors to write, store and share written work, consider the impact on inclusive practice in relation to accessibility for learner groups, teachers and organisations
- Create and use an online space to store teaching materials i.e. planning and resources

- Produce a PowerPoint to support a teaching and learning session (Google presentations in Google docs or prezzi)
- Use an online word processor to produce resources (Open Office, Google Docs, Drop box)
- Add multimedia to taught sessions (You tube, Daily Motion)
- Create simple online e-profile / portfolio upload and store work completed on the course i.e. session plans, schemes of work, presentations and relevant reading undertaken (Google Sites, Dreamweaver, MySpace)
- Consider the inclusive nature of cloud computing relating to accessibility for learner groups

Possible resources to support the above could include: Internet policy from own educational setting, Email account, Facebook, Google +, Twitter, Tumblr, Google Docs, Open Office, YouTube, Daily Motion, Preszi, Google sites, BlogSpot, Google Books, Google Scholar, Drop box, Jisc Link Teaching Inclusively Using ICT http://www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology
<http://www.jisc.ac.uk/news/stories/2009/03/hea.aspx>

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Assessment Tasks

Understanding and using inclusive teaching and learning approaches in education and training

- 1 Explain what you understand by inclusive learning and how adopting inclusive learning approaches supports learners to achieve their learning goals.
(750 – 1000 words)
- 2 Plan an inclusive learning session which details teaching and learning and assessment strategies to be used with learners; resources and how these have been adapted to use with learners.
- 3 Evaluate the session for its effectiveness in meeting the individual needs of learners and make suggestions on how the session might be improved.
(Lesson plan plus approximately 1000 words)

In completing the Assessment tasks all assessment criteria need to be completed.

UNIT SPECIFICATIONS

Facilitate learning and development for individuals

Credit Value of Unit: 6

GLH of Unit: 25

Level of Unit: 3

Introduction

The purpose of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Understand principles and practices of one-to-one learning and development	1.1	Explain purposes of one-to-one learning and development
		1.2	Explain factors to be considered when facilitating learning and development to meet individual needs
		1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals
		1.4	Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development
		1.5	Explain how to overcome individual barriers to learning
		1.6	Explain how to monitor individual learner progress
		1.7	Explain how to adapt delivery to meet individual learner needs
2	Be able to facilitate one-to-one learning and development	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives
		2.2	Implement activities to meet learning and/or development objectives
		2.3	Manage risks and safeguard learners participating in one-to-one learning and/or development
3	Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
		3.2	Explain benefits to individuals of applying new knowledge and skills
4	Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals
		4.2	Review individual responses to one to one learning and/or development
		4.3	Assist individual learners to identify their future learning and/or development needs

Indicative Content

- Contexts and circumstances when it is appropriate to work with individual learners
- Coaching and mentoring individual learners – the differences and similarities between both activities and when to use each
- Strategies for facilitating learning and development with individual learners including the range of coaching and mentoring strategies and identify which strategies work with individual learners
- Establishing the individual learning and development needs of learners
- Barriers to learning and development and ways of overcoming barriers to learning and development of individuals
- Understanding and managing the risks when working with individuals
- Safeguarding practices for facilitating learning and development of individuals
- Monitoring individual learner progress
- Ways of adapting delivery to meet individual learner needs
- Facilitating, motivating and supporting individual learners in applying what they have learned in the classroom into their everyday lives
- Supporting individual learners to reflect on their own learning and development and the learning and development process to enable them to understand the benefits of reflection on their own learning
- Supporting individual learners to identify their learning and development needs

ICT Focus

- Sharing of work with mentors / peers using online storage such as Drop box, Google docs, Open Office
- Consider time issues and the benefits to working in real-time with a mentor / peers online
- Real time talk using Facetime Apple, Hangouts Google +, Skype or Chat in Gmail
- Consider the above for online tutorials one to one or as a group

Possible resources to support the above could include: Face time / Apple, Hangouts / Google +, Skype, Chat / Gmail, Drop box, Google docs, Open Office

Note: Fast browsers will help when using and working on the internet, these may include – Firefox, Safari, Google Chrome, Opera Browser

Assessment Tasks

Facilitate learning and development for individuals

- 1 **Setting the Learning and Development Scene** - describe and explain your role in terms of facilitating the learning and development of the learner. Explain how you have established the learner's individual learning and development needs. What barriers did the learner have and how have you worked to overcome these barriers.
- 2 **Facilitating Learning and Development** - draw up an individual learning and development plan for your learner which details the learning and development needs of the individual learner; how you have met the learning and development needs of your learner including specific strategies used; resources used and whether you adapted resources to meet the individual needs of your learner; how you motivated your learner to persist with their learning and development and how your learner is using their learning and development outside the classroom.
- 3 **Reviewing and Evaluating Learning and Development** – evaluate the progress your learner has made in meeting their learning and development targets; explain what worked and what did not work; what might you do differently in future. Include a statement from your learner describing the learning and development process for them and what they see as their future learning and development needs.

In completing the Assessment tasks all assessment criteria need to be completed.

UNIT SPECIFICATIONS

Facilitate learning and development in groups

Credit Value of Unit: 6

GLH of Unit: 25

Level of Unit: 3

Introduction

The purpose of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations and experiential learning. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand principles and practices of learning and development in groups	1.1 Explain purposes of group learning and development 1.2 Explain why delivery of learning and development must reflect group dynamics 1.3 Evaluate methods for facilitating learning and development to meet the needs of groups 1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups 1.5 Explain how to overcome barriers to learning in groups 1.6 Explain how to monitor individual learner progress within group learning and development activities 1.7 Explain how to adapt delivery based on feedback from learners in groups
2 Be able to facilitate learning and development in groups	2.1 Clarify facilitation methods with group members to meet group and individual learning objectives 2.2 Implement learning and development activities to meet learning objectives 2.3 Manage risks to group and individual learning and development
3 Be able to assist groups to apply new knowledge and skills in practical contexts	3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts 3.2 Provide group feedback to improve the application of learning
4 Be able to assist learners to reflect on their learning and development undertaken in groups	4.1 Support self-evaluation by learners 4.2 Review individual responses to learning and development in groups 4.3 Assist learners to identify their future learning and development needs

Indicative Content

- How groups work; their various stages of development and the implications of this for facilitating learning and development of groups
- The benefits and drawbacks of learning in a group
- Safeguarding learners and managing risks when working with groups of learners
- Identifying barriers to learning of individuals in groups and how to overcome these barriers
- Methods for facilitating learning and developing in groups including presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations and experiential learning
- Evaluating the range of methods above
- Meeting the learning and development needs of individuals in groups
- Obtaining and using feedback from groups to improve learning and development
- Giving feedback to learners in groups to support learning and development
- Facilitating, motivating and supporting groups of learners in applying what they have learned in the classroom into their everyday lives
- Supporting groups of learners to reflect on their own learning and development and the learning and development process to enable them to understand the benefits of reflection on their own learning
- Supporting groups learners to identify their learning and development needs

ICT Focus

- Sharing of work with groups using online resources such as Drop box, Google docs, Open Office
- Consider time issues and the benefits to working in real-time with groups online
- Consider the ease of sharing work prior to a session enabling learner groups to come to the session with greater existing knowledge
- Think about the lack of physical boundaries and time constraints when working online in groups, possible activity could be creating a collaborative PowerPoint to explain a key concept (Google Presentations)
- Real time talk using Facetime / Apple, Hangouts / Google +, Skype or Chat / Gmail
- Consider the above for online group tutorials
- Set up and deliver an online session by sharing key resources such as video and text within your group, this can be as simple as learning how to upload a video to a PowerPoint slide

Possible resources to support the above could include: Face time / Apple, Hangouts / Google +, Skype, Chat / Gmail, Drop box, Google docs, Open Office, Google Presentations

Note: Fast browsers will help when using and working on the internet, these may include – Firefox, Safari, Google Chrome, Opera Browser

Assessment Tasks

Facilitate learning and development in groups

- 1 **Setting the Learning and Development Scene** - describe and explain your role in terms of facilitating the learning and development of the group of learners. Explain how you have established the groups' learning and development needs and how these relate to the learning and development needs of individuals. What barriers did the group have and how have you worked to overcome these barriers.
- 2 **Facilitating Group Learning and Development** - draw up a group learning and development plan which details the learning and development needs of group; how you have met the group's learning and development needs including specific strategies used; resources used and whether you adapted resources to meet the needs of the group; how you motivated your group to persist with their learning and development and how your group is using their learning and development outside the classroom.
- 3 **Reviewing and Evaluating Learning and Development** – evaluate the progress your group has made in meeting their learning and development targets; explain what worked and what did not work; what might you do differently in future. Include a statement from your learners describing the learning and development process for them and what they see as their future learning and development needs.

In completing the Assessment tasks all assessment criteria need to be completed.

UNIT SPECIFICATIONS

Understanding assessment in education and training

Credit Value of Unit: 3

GLH of Unit: 12

Level of Unit: 3

Introduction

The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Understand types and methods of assessment used in education and training	1.1	Explain the purposes of types of assessment used in education and training
		1.2	Describe characteristics of different methods of assessment in education and training
		1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs
2	Understand how to involve learners and others in the assessment process	2.1	Explain why it is important to involve learners and others in the assessment process
		2.2	Explain the role of peer- and self-assessment in the assessment process
		2.3	Identify sources of information that should be made available to learners and others involved in the assessment process
3	Understand the role and use of constructive feedback in the assessment process	3.1	Describe key features of constructive feedback
		3.2	Explain how constructive feedback contributes to the assessment process
		3.3	Explain ways to give constructive feedback to learners
4	Understand requirements for keeping records of assessment in education and training	4.1	Explain the need to keep records of assessment of learning
		4.2	Summarise the requirements for keeping records of assessment in an organisation

Indicative Content

- **Assessment** – what it is and reasons for assessing learners. The role of assessment in teaching and learning and how it is integral to the teaching and learning process
- **Types of assessment** – initial, diagnostic, formative, summative – their purposes, strengths and limitations
- **Planning assessment** – considerations for successful assessment, e.g. who, what, when, where, why and how
- **Choosing the correct assessment methods** – observation, oral and written questions, using discussions with learners, prior learning and experience, written activities and projects, simulations, witness statements, learning journals, portfolios, etc.
- **Involving learners in assessment including peer assessment**
- **Validity and reliability in assessment**
- **Assessment for learning** – the role of feedback in assessment for learning, successful strategies to support assessment for learning
- **Standardisation in assessment and validating assessment decisions**
- **The assessment records that need to be kept** – the assessment record requirements of organisations and why these are important

ICT Focus

- Key Question – What Does the Internet Know About You? What do you Know About Others? Learning is about knowledge; the internet is often the starting place for most people to expand their existing knowledge. Investigate yourself and / or another person from your group (with consent). Bring the information back to the class, use as an initial or diagnostic assessment exercise, give constructive feedback and review findings with peer
- Use online word processors to support peer assessment through creating and sharing of work online
- Consider how using online resources and approaches can enhance both formative and summative assessment strategies with learner groups and individuals
- Consider confidentiality and the issues attached
- How can online collaborative working impact on plagiarism in academic work?
- Students to develop critical analysis skills when deciding on reliability and validity of source material to inform academic thinking when taken from the internet
- Use online evaluation and assessment tools to inform and develop future practice

Possible resources to support the above could include: any Web Browser, Google docs, Open Office, Wikipedia, YouTube, Google Scholar, Amazon, Google Books, JISC

<http://www.jisc.ac.uk/whatwedo/topics/assessment.aspx?page=1&filter=Projects>

http://www.jisc.ac.uk/search.aspx?keywords=Online+assessment+tools&collection=default_collection&type=adv

Note: Fast browsers will help when using and working on the internet, these may include – Firefox, Safari, Google Chrome, Opera Browser

Assessment Tasks

Understanding assessment in education and training

There are two parts to this assessment task.

- 1 Explain the various **types** and **methods** of assessment, including when each might be used and the strengths and limitations.
- 2 What do you understand by the term: **Assessment for Learning?** How would you incorporate Assessment for learning strategies into your own teaching practice?

In completing the Assessment tasks all assessment criteria need to be completed.

UNIT SPECIFICATIONS

Understanding the principles and practices of assessment

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 3

Introduction

The purpose of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment. 'Practitioner' means anyone with a learning and development responsibility as the whole or part of their role.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand the principles and requirements of assessment	1.1 Explain the functions of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to assessment in own area of practice
2 Understand different types of assessment method	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	3.1 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 Explain how to minimise risks through the planning process
4 Understand how to involve learners and others in assessment	4.1 Explain why it is important of involve the learner and others in the assessment process 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process 4.3 Explain how peer- and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners
5 Understand how to make assessment decisions	5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient; • authentic; and • current 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria; • valid; • reliable; and • fair

6 Understand quality assurance of the assessment process	6.1 Evaluate the importance of quality assurance in the assessment process
	6.2 Summarise quality assurance and standardisation procedures in own area of practice
	6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7 Understand how to manage information relating to assessment	7.1 Explain the importance of following procedures for the management of information relating to assessment
	7.2 Explain how feedback and questioning contribute to the assessment process
8 Understand the legal and good practice requirements in relation to assessment	8.1 Explain legal issues, policies, and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
	8.2 Explain the contribution that technology can make to the assessment process
	8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
	8.4 Explain the value of reflective practice and continuing professional development in the assessment process

Indicative Content

- What is assessment?
- The role of assessment in teaching and learning
- Planning for assessment – who, when, where, and why assess
- Assessment for learning – the role of feedback and questioning in assessment which supports learning
- Holistic assessment – designing activities which provide evidence-rich assessment opportunities
- Range of people and their roles in the assessment process – the learner, teacher/assessor, expert witnesses, supervisor, internal verifier, external verifier etc.
- Assessment types and their purposes, including initial, diagnostic, formative and summative assessment, self-assessment, peer assessment
- Assessment methods, their strengths and limitations in relation to individual learners and when each might be used – including tests, observations, presentations, assignments, case studies, journals, portfolios, e-assessment, multiple choice questions, short answer questions, oral questioning etc.
- Learner involvement in the assessment process - ways of involving learners in the assessment process; how to ensure that assessment meets the individual needs of learners
- Making decisions about evidence and ensuring that evidence is authentic, current valid, reliable and sufficient
- Assessment and quality assurance processes in candidates' own organisations; how internal standardisation works in own organisation and what happens when there are disputes about assessment
- The information generated by the assessment process; how this information is managed; what happens to it and how is it used in candidates' own organisations
- Legal requirements relating to assessment including, equality and diversity, health and safety, confidentiality etc.
- Ensuring continued good practice in relation to assessment – the roles of reflective practice and continuing professional development

ICT Focus

- Key Question – What Does the Internet Know About You? What do you Know About Others? Learning is about knowledge; the internet is often the starting place for most people to expand their existing knowledge. Investigate yourself and / or another person from your group (with consent). Bring the information back to the class, use as an initial or diagnostic assessment exercise, give constructive feedback and review findings with peer
- Use online word processors to support peer assessment through creating and sharing of work online
- Consider how using online resources and approaches can enhance both formative and summative assessment strategies with learner groups and individuals
- Consider confidentiality and the issues attached
- How can online collaborative working impact on plagiarism in academic work?
- Students to develop critical analysis skills when deciding on reliability and validity of source material to inform academic thinking when taken from the internet
- Use online evaluation and assessment tools to inform and develop future practice

Possible resources to support the above could include: any Web Browser, Google docs, Open Office, Wikipedia, YouTube, Google Scholar, Amazon, Google Books, JISC

<http://www.jisc.ac.uk/whatwedo/topics/assessment.aspx?page=1&filter=Projects>

http://www.jisc.ac.uk/search.aspx?keywords=Online+assessment+tools&collection=default_collection&type=adv

Note: Fast browsers will help when using and working on the internet, these may include – Firefox, Safari, Google Chrome, Opera Browser

Assessment Tasks

Understanding the principles and practices of assessment

There are two parts to this assessment task.

- 1 Explain the role of assessment in the teaching and learning process.
- 2 Choose **three** assessment methods which you think promote learner-centred approach and explain how these three methods achieve this. **(Approximately 1000 words)**

In completing the Assessment tasks all assessment criteria need to be completed.

Tutor Guidance for Unit

Please note that this unit also appears in the following Ascentis qualifications:

- *Ascentis Level 3 Award in Understanding the Principles and Practices of Assessment (501/1751/8)*
- *Ascentis Level 3 Award in Assessing Competence in the Work Environment (501/1750/6)*
- *Ascentis Level 3 Award in Assessing Vocationally Related Achievement (501/1730/0)*
- *Ascentis Level 3 Certificate in Assessing Vocational Achievement (501/1731/2)*

Summary Record of Achievement

Learner Name _____

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understanding roles, responsibilities and relationships in education and training	3	3			
Understanding and using inclusive teaching and learning approaches in education and training	3	6			
Facilitate learning and development for individuals	3	6			
Facilitate learning and development in groups	3	6			
Understanding assessment in education and training	3	3			
Understanding the principles and practices of assessment	3	3			

Minimum Credit Value of Qualification _____

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary of Practice Requirements

Unit		Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Mandatory unit				
Group A	Understanding roles, responsibilities and relationships in education and training Level 3 (Mandatory unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
Optional units				
Group B	Understanding and using inclusive teaching and learning approaches in education and training Level 3 (Optional unit)	Yes	Yes	For this optional unit there is a requirement to undertake microteaching for assessment purposes.
	Facilitate learning and development for individuals Level 3 (Optional unit)	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment
	Facilitate learning and development in groups Level 3 (Optional unit)	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment
Group C	Understanding assessment in education and training Level 3 (Optional unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
	Understanding the principles and practices of assessment Level 3 (Optional unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.

APPENDIX 3

Observed Micro-Teaching Report

Ascentis Level 3 Award in Education and Training

Candidate: _____ Date: _____

Topic: _____ Duration: _____

Planning & Preparation	Yes	No
Clarity & content of lesson plan		
Clarity of learning outcomes		
Teaching & learning resources		
Learning environment		
Delivery	Yes	No
Clear introduction to session		
Clarity of communication		
Appropriate strategies		
Evidence of inclusivity		
Application of subject knowledge		
Effective time management		
Clear conclusion to session		
Assessment & Feedback	Yes	No
Relevant to topic		
Relevant to group		
Relevant methodology		

Summary Review

Strengths	Areas for development

Name of observer: _____ Status of observer: _____

Observer signature: _____ Candidate signature: _____

QCF Level Descriptor Extract: Level 3				
Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
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.	<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</p> <p>Interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature of the area of study or work.</p> <p>Have awareness of different perspectives or approaches within the area of study of work.</p>	<p>Address problems that, while well defined, may be complex and non-routine.</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and chosen actions have been.</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility of supervising or guiding others.</p> <p>Exercise autonomy and judgement within limited parameters.</p>

Ofqual (2007) *Level Descriptors for positioning units in the Qualifications and Credit Framework tests and trials (Version 2)* London. Ofqual

Level 3 Descriptors
By the end of the programme, candidates will be able to demonstrate:
<p>Awareness of the relationship between theory and practice</p> <p>Awareness of key concepts and principles in their area of study</p> <p>Application of their knowledge and understanding of key concepts and principles to personal and professional practice</p> <p>Evidence of reading</p> <p>Development of academic writing skills</p> <p>Clear expression of ideas and arguments</p> <p>Awareness of the Harvard bibliographical referencing system</p> <p>Effective communication of information and arguments to a range of audiences</p> <p>Accurate use of grammar, punctuation and spelling</p> <p>Evidence of commitment to working within a professional value base</p>

Cover Sheet for the Submission of Assignment Tasks for Qualifications within Education and Training for approval by Ascentis

Qualification Title	
Qualification Subject Code	Qualification Level
Title of the Assessment tasks	
Centre Name	
Name of Coordinator	
Signature of Coordinator	Date

Please enclose the assignments for approval together with this cover sheet and return to qualityassurance@ascentis.co.uk. Within each assignment mapping of the tasks to the assessment criteria must be included and the assessment tasks should cover all the assessment criteria of the unit at a particular level.

Please list in the box below any additional information that you may wish to give in support of this submission. (You may attach a separate sheet)

Additional Information in Support of the Submission

For Ascentis use only						
<i>Approved</i>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	<i>Referred</i>	<input type="checkbox"/>
Ascentis Quality Manager Signature						
Date						

Authenticity Cover Sheet

Name of candidate:

Qualification title:

1. I confirm that all the work submitted in this assignment is my own
2. I confirm that I used the Harvard referencing system to acknowledge all quotes and all references to research and wider reading

Candidate's signature:

Date:

Assessor's name and signature

Date:

Internal Verifier's name and signature

Date:

The table gives definitions for each of the terms used and Acronyms in this document

Acronym/Term	Definition
BIS	Department for Business, Innovation and Skills
Credit	One credit equates to ten notational hours of learning (QCF)
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Microteaching	An activity where trainee teachers prepare and deliver a short teaching and learning session to their peers following which they evaluate their practice
Ofqual	Office of Qualifications and Examinations Regulation
PTLLS	(Award in) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RPL	Recognition of Prior Learning

The following resources are not designed to be used as a reading list by learners on the Level 3 Award in Education and Training programme. Teaching teams are encouraged to review the resources which will support their learners and incorporate these into the Level 3 Award in Education and Training teaching programme.

Books:

- Curzon, L., B. (2003) *Teaching in Further Education*. Continuum International Publishing Group.
- Daines, J., Daines, C., and Graham, B. (2006) *Adult Learning, Adult Teaching*. Welsh Academic Press.
- Gravells, A. (2014) *The Award in Education and Training (Further Education and Skills)*
- Gravells, A (2013) *Passing Assessments for the Award in Education and Training*
- Gravells, A. (2012) *Preparing to Teach in the Lifelong Learning Sector*. Learning Matters.
- Petty, G. (2004) (3rd Edition) *Teaching Today*. Nelson Thornes.
- Petty, G. (2009) (2nd Edition) *Evidence Based Teaching* Nelson Thornes.
- DCSF (2008a). *The Assessment for Learning Strategy*. Department for Children, Schools and Families.

Education and Training Foundation (ETF) Publications:

- Minimum Core - Addressing literacy, language, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills
- Inclusive learning approaches for Literacy, Language, Numeracy and ICT– A Companion document to the minimum core
- New overarching standards for teachers, tutors and trainers in the Lifelong Learning Sector

Websites:

- www.nrdc.org.uk
- www.excellencegateway.org.uk
- <https://www.education.gov.uk/publications/teachers-standards>