



Level 3 Certificate in Personal Tutoring (RQF) Specification

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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 CERTIFICATE IN PERSONAL TUTORING

Introduction

The Ascentis Level 3 Certificate in Personal Tutoring provides training and accredited professional development opportunities for those in, or intending to be in, the personal tutoring role. The certificate is appropriate for personal tutors or those intending to be personal tutors who may be working within an FE college, Adult and Community Learning Centre or Learning Provider.

The Ascentis Level 3 Certificate in Personal Tutoring gives the learner an introduction to the personal tutoring role and explores the roles and responsibilities associated with the personal tutoring role. It explores, for their learners, the planning and preparation of individual learner reviews, the evaluation of a learner's personal, social and employability skills, how to address a range of support needs and how to prepare learners for progression into work or further study.

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

- Ascentis-devised assessment tasks designed to cover all the assessment criteria within the units
- Centre-devised assessment tasks are permissible provided they are approved by Ascentis before commencement of delivery
- Unit certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- Can be delivered either as a classroom-based course or as a blended learning programme.

Aims

The aims of the qualification are to enable learners

- 1 To understand the roles and responsibilities in relation to personal tutoring
- 2 To plan and deliver individual learner reviews to their learners
- 3 To evaluate their learners personal, social and employability skills
- 4 To address a range of support needs
- 5 To prepare their learners for progression into work or further study

Target Group

This qualification is aimed at a range of learners, including

- Personal tutors who may be working within an FE college, Adult and Community Learning Centre or Learning Provider
- Learners who may be intending to take on the role of a personal tutor.

Ofqual Qualification Accreditation Number 600/3715/0

Rationale for the Rules of Combination

To achieve the Certificate learners must achieve a total of 26 credits. All units are mandatory to ensure that learners gain a good understanding of the principles of Personal Tutoring, so as to enable them to apply that understanding in a wide range of organisational contexts.

Rules of Combination

Level 3 certificate in Personal Tutoring				
				Minimum credits 26
				Minimum credit value at level of qualification or above 26
Group A - Mandatory Units				
Title	Level	Credit Value	GLH	RQF Unit ref (SCQF where appropriate)
Understanding the personal tutoring role, responsibilities and relationship	3	3	12	R/506/5146
Facilitating individual learning and development	3	6	24	Y/506/5147
Enabling learners to recognise, develop and apply transferable skills	3	4	16	D/506/5148
Providing support to meet learners' academic, personal and welfare needs	3	6	24	H/506/5149
Supporting individuals' transition and progression	3	4	16	T/506/5169
Contributing to the quality and impact of personal tutoring	3	3	12	K/506/5170
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 all units.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 104 hours.

Total Qualification Time

The total qualification time for the Level 3 Certificate in Personal Tutoring is 260.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification.

Recommended Prior Knowledge, Attainment and/or Experience

No previous knowledge, attainment or experience is required but it is expected that the learner will be in or intending to be in the role of a personal tutor.

Age Range of Qualification

This qualification is suitable for adult learners aged 19+.

Opportunities for Progression

Candidates who have achieved the Level 3 Certificate in Personal Tutoring could progress to one of the following qualifications

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Mapping/Relationship to National Occupational Standards

The units of assessment for this qualification are based on the National Occupational Standards for Personal Tutoring.

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). Guidance can be downloaded from the Ascentis website at www.ascentis.co.uk/rhombus.

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 learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner 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 in the Ofqual *General Conditions of Recognition*¹. 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.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

Internal Assessment

To achieve the Level 3 Certificate in Personal Tutoring evidence of achievement of all the assessment criteria must be demonstrated. 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 as a personal tutor 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 Summary Record of Achievement includes a statement on authentication which needs to be signed by both the candidate and assessor. This is found in Appendix 1.

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

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. 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 2, 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 centre's 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 is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Is 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

Assessors and those delivering this qualification should be occupationally knowledgeable and competent within areas of personal tutoring in which they are making assessment decisions/delivering the qualification.

Assessors must be qualified to make assessment decisions. Relevant qualifications include

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Legacy qualifications such as A1, A2, D23, D33

Legacy qualifications remain valid providing the assessor has up to date experience of assessing and has undertaken relevant annual Continuing Professional Development.

Those delivering the qualification should hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training, Level 5 Diploma in Education and Training or working towards such a qualification.

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.

Understanding the personal tutoring role, responsibilities and relationship

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 the personal tutoring role and the relationship between other professionals in education, training and support. It includes the boundaries and ethical principles that underpin the personal tutoring role and the development of a positive tutoring relationship.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the responsibilities and boundaries of the personal tutoring role	1.1 Describe the role, responsibilities and boundaries of the tutoring role 1.2 Explain why it is important for learners and tutors to understand the boundaries of the tutoring role 1.3 Explain the importance of administration and types of record keeping required as part of the tutoring role
2 Understand the ethical principles that underpin the personal tutoring role	2.1 Describe the ethical principles that underpin the personal tutoring role 2.2 Explain ways to demonstrate equality of opportunity, diversity and inclusion when working with individuals 2.3 Explain how own values, beliefs and attitudes can impact on the tutoring relationship
3 Understand ways to develop professional and inclusive working relationships	3.1 Identify the skills required to develop and maintain a positive tutoring relationship 3.2 Explain how to create an environment where learners feel safe, secure, confident and valued 3.3 Explain ways of promoting a learner centred approach when working with learners, colleagues and partners

Indicative Content

- The range of job titles used across the learning and skills sector in place of the term 'personal tutoring'
- What the personal tutoring role involves including key tasks and responsibilities of the tutoring role
- The limitations and boundaries of the tutoring role
- What the potential consequences are for tutors and learners of not working within the boundaries and limitations of the tutoring role
- How good record keeping contributes to improving attendance, retention, achievement and progression
- Legal and organisational requirements relating to the organisation, storage, retrieval and interpretation of information
- Relevant ethical principles, standards and codes of professional practice of own organisation and relevant professional organisations and the importance of adhering to them
- Ways in which own values, beliefs and attitudes can affect tutoring practice and impact on the tutoring relationship
- What methods can be used to assess the extent to which own practice is inclusive and promotes equality and diversity
- The importance of using appropriate language and dialogue accessible to each learner to develop rapport and promote equality, diversity and inclusion
- How individuals' socio-economic, cultural and personal background, work history and educational achievement can affect their self-awareness, decision making, motivation, confidence and commitment to learning
- The legislative framework, codes of practice and organisational procedures governing the safeguarding of learners and in particular young and vulnerable learners
- How the learning environment impacts on the tutoring relationship and an individual's engagement in the tutoring process
- The key skills and attributes required to develop and maintain an effective tutoring relationship
- How to demonstrate and encourage appropriate behaviour and mutual respect with learners and colleagues
- The range of skills, techniques and strategies used in liaising with colleagues
- Possible barriers to communication, their causes and ways to overcome them appropriate to individual learners, recognising gender, age, ethnicity, race, culture and disability
- How to work in partnership with colleagues to ensure all learners are given the opportunity to be engaged and involved in their learning
- How to work with others in the organisation to ensure the health, safety and welfare of all learners
- How to manage own tutoring in a variety of work contexts and settings and develop professional and inclusive working relationships
- How to identify and manage conflicting issues and demands

Assessment Tasks

Understanding the personal tutoring role, responsibilities and relationship

The candidate will demonstrate understanding of the tutoring role, its responsibilities, boundaries and limitations. This should include

- 1 A review of the personal tutoring role, explaining its responsibilities and limits; how personal tutors work within professional boundaries and how to work with other professionals who teach and support learners
- 2 A review of the records that must be maintained and the reasons for them
- 3 A summary of specific legislation and organisational policy that must be complied
- 4 A summary of equality and diversity issues relevant to the personal tutoring role
- 5 An explanation of the importance of and methods for promoting and maintaining a safe, secure and positive learning environment

(Maximum 1750 words)

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

Facilitating individual learning and development

Credit Value of Unit 6

GLH of Unit 24

Level of Unit 3

Introduction

The purpose of this unit is to assess the learner’s understanding of how to facilitate individual learning and personal development in the context of the personal tutoring role. It includes the planning and preparation for individual reviews, facilitating the learning conversation and the importance of learners and personal tutors contributing to the process.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to plan, organise and manage the one-to-one review process	1.1 Explain each stage involved in planning and facilitating a one-to-one review 1.2 Explain the importance of tutors and students preparing for and contributing to one-to-one reviews 1.3 Summarise ways to establish ground rules with learners and manage their expectations 1.4 Summarise models and approaches available to facilitate the review process
2 Be able to facilitate planning for learning	2.1 Explain the importance of encouraging learners to plan for learning and personal development 2.2 Apply reliable and valid methods to enable individuals’ to identify their learning and development needs 2.3 Demonstrate how to develop meaningful and challenging targets collaboratively with learners
3 Be able to facilitate the review and evaluation of learning	3.1 Explain the importance of encouraging learners to evaluate their learning, progress and personal development 3.2 Explain the importance of encouraging learners to adapt their individual learning plans in response to review and feedback 3.3 Demonstrate how to provide constructive feedback that encourages and motivates individuals

Indicative Content

- The purpose of one-one reviews and how they contribute to learner progress and development
- The purpose, requirements and processes to identify individuals' needs and aspirations
- The planning and input required for each stage of the review process, including the responsibilities for learners and personal tutors at each stage.
- The information personal tutors need to collate prior to an individual review and who they need to liaise with to acquire the information
- The importance of reviewing learner progress and, where necessary, the need for learners to adapt plans for learning and progression
- How being an involved learner can increase confidence and facilitate self-development
- How to negotiate and agree ground rules and expectations for the review process in line with organisational policies and procedures.
- How to decide on the learning conversation, mentoring or coaching model most appropriate to use with individuals to achieve the most during one-to-one reviews
- Theory and practice of facilitating learning conversations
- Theory and practice of motivational dialogue including mind-sets theory
- The purpose of an individual learning plan and the importance of developing ways of exploring learning experiences
- Different methods of supporting learners to identify their preferred ways of learning, and how to use this information to support their learning
- The importance of and methods for challenging learners to raise their aspirations
- Key factors to consider when setting and agreeing goals with individual learners
- How to support learners in planning the next stage of self-development
- How to support learners to create SMART personal learning and development targets and success criteria
- Reliable and valid methods to identify learners' performance, progress and achievement
- How technology can enhance resources and methods for individual learning and development
- Methods of negotiating learners' objectives, challenging targets and goals to encourage the raising of aspiration
- Range of methods of recording an individual plan of learning, containing negotiated targets and methods to measure achievement
- Approaches to review learner progress and adapt plans as necessary to further their learning and achievement
- Ways to motivate and encourage learners to take personal responsibility for assessment of own learning
- Different methods of providing constructive feedback to learners in ways that motivate and encourage independent and collaborative learning and inform future learning objectives
- How to ensure that assessment is used effectively in setting further learning objectives

Assessment Tasks

Facilitating individual learning and development

- 1 Explain what each stage of the review process involves and the contribution required by the personal tutor and the learner to prepare for and carry out the review effectively.
(Maximum 750 words)
- 2 Summarise the models and approaches available for facilitating an individual review. Consider the approaches you would adopt for the range of learners you support and the diverse needs they present.
(Maximum 750 words)
- 3 Demonstrate ability to plan and facilitate an individual review
 - a) Plan, organise, prepare and facilitate a one-to-one review using relevant documentation and approaches to meet the learner's needs
 - b) Evaluate the session for its effectiveness in meeting the individual needs of learners and make suggestions on how the review might be improved.
(Maximum 750 words)

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

Enabling learners to recognise, develop and apply transferable skills

Credit Value of Unit 4

GLH of Unit 16

Level of Unit 3

Introduction

The purpose of this unit is to assess the learner’s ability to enable individuals to recognise, develop and apply transferable skills. It includes the development of learner autonomy and how to develop and evaluate individual’s personal, social and employability skills to support learning and progression

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to encourage the development of learner autonomy	1.1 Identify strategies to encourage individuals to engage with and contribute to their own learning 1.2 Explain the importance of individuals recognising and exercising their rights and associated responsibilities 1.3 Summarise the skills and attitudes individuals need to be able to work autonomously
2 Understand how to facilitate the development of personal and social skills	2.1 Evaluate the methods available for individuals to assess their personal strengths and weaknesses and measure distance travelled 2.2 Apply approaches and interventions that help individuals develop self-awareness and understand the views of others 2.3 Explain the benefits of individuals engaging in social, community, voluntary and cultural activities
3 Understand how to facilitate the development of learning and employability skills.	3.1 Explain the importance of individuals recognising their strengths, aptitudes and transferable skills 3.2 Identify strategies for individuals to evaluate and develop study skills to improve their learning 3.3 Explain what is meant by the term employability skills and their relevance for life and work 3.4 Identify strategies for individuals to evaluate and develop their employability skills

Indicative Content

- Why it is important that learners take responsibility for their own learning and different methods of helping them to do so
- The range of techniques that can be used to encourage learners to contribute to their own learning and reflect on their own practice
- How to encourage learners to recognise and exercise rights and responsibilities and understand how learning can empower the learner and transform lives
- The opportunities for learners to engage in exercising rights and responsibilities within the learning organisation and local community
- Characteristics of dependent and independent learners and how learner autonomy can be developed
- How to engage other learners, colleagues and stakeholders in partnerships, in order to help generate enrichment opportunities
- How to ensure all learners have access to appropriate enrichment opportunities that enhance their overall learning experience
- How to help learners recognise increasing confidence and own self-development
- The importance of presenting information to different audiences to encourage debate and decision-making
- Ways to encourage learners to express views and opinions positively to others
- How to encourage learners to recognise, evaluate and, where necessary, modify their behaviour with and towards others
- The importance of learners developing learning skills, including revision skills, critical thinking skills and preparation for assessments
- How learners can access support to develop learning skills, including revision skills, critical thinking skills and preparation for assessments
- The importance of helping learners with transferable skills, including organisation, coping with workload and stress, punctuality, motivation and commitment
- Strategies to enable learners to develop transferable skills, including organisation, coping with workload and stress, punctuality, motivation and commitment
- How to demonstrate to learners the importance of transferrable skills to both academic and non-academic contexts and how they are applied in different circumstances
- How to support different types of learners in applying new or enhanced learning in a variety of contexts

Assessment Tasks

Enabling learners to recognise, develop and apply transferable skills

1 Identify the skills and attributes individuals require in order to work autonomously. Explain how to facilitate learners in developing the skills, attributes and mind-set to enable them to become independent learners.

(Maximum 500 words)

2 Using a recent anonymous learner case study discuss

a) How you have supported the learner to assess their personal strengths and weaknesses

b) How you assisted the learner to plan their personal development

c) What methods you used to evaluate their starting point and distance travelled

In addition, provide an evaluation of the effectiveness of the process and tools used and how these might be improved. Examples of action plans and assessment tools should be included

(Maximum 750 words)

3 Explain the importance of developing transferable skills in the context of preparing for life and work. This should include how learners can be supported to recognise and develop employability skills and this can be applied to preparing for progression.

(Maximum 500 words)

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

Providing support to meet learners’ academic, personal and welfare needs

Credit Value of Unit 6

GLH of Unit 24

Level of Unit 3

Introduction

The purpose of this unit is for the learner to understand how to address a range of support needs appropriately within the context of the personal tutoring role. This includes working with individuals to identify their academic, personal and welfare needs, implementing appropriate strategies to address barriers to learning and working collaboratively with colleagues to provide effective support.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the learning and support needs of individuals and the indicating factors	1.1 Explain the potential impact of poor attendance, punctuality and behaviour on individuals’ learning 1.2 Explain the potential impact of personal and/or welfare needs on individuals’ learning 1.3 Explain the importance of addressing individual study skills and additional learning needs
2 Understand how to apply appropriate methods to respond to individuals’ learning and support needs	2.1 Explain the importance of enabling individuals to identify and disclose barriers to learning 2.2 Explain ways of identifying and addressing poor attendance, punctuality and behaviour 2.3 Explain ways of identifying and addressing personal and welfare needs 2.4 Explain ways of identifying and addressing individual learning needs 2.5 Develop plans collaboratively with individuals to identify and address barriers to learning
3 Understand how to identify learners at risk and provide access to specialist support services	3.1 Explain what the term ‘at-risk’ means and the indicators used to identify individuals in need of support 3.2 Explain how to work with colleagues and external support agencies to enable individuals to access specialist support 3.3 Apply relevant legislation and organisational policies and procedures in supporting individuals including safeguarding and the right to privacy and confidentiality

Indicative Content

- Understand the reasons for and impact of poor attendance, punctuality and behaviour on learning and how these issues can be addressed
- Be able to recognise the factors that indicate a need for support and how to judge appropriate responses to these
- Understand how individuals' socio-economic, cultural and personal background, work history and educational achievement can affect their needs, decision-making abilities and approach to learning
- Various actions and approaches that can be taken to engage learners in improving their own performance
- Attendance and work submission policies and the disciplinary procedure of own organisation
- How to support learners through disciplinary and appeals processes within the terms of organisational policy and procedures
- Understanding the range of support learners may need including study skills, individual learning support, personal development, welfare support and safeguarding issues.
- How personal tutors can support learners to directly access a range of academic, personal and welfare support
- How to facilitate learner access a range of academic, personal and welfare support through advocacy
- The principles and practices of personalised approaches to learning and learning support
- How to provide an appropriate environment and communicate appropriately to enable learners to disclose barriers to learning
- The importance of making learners aware of the personal tutor's your safeguarding responsibilities in relation to disclosure
- Ways to approach the learner about support needs, respecting individual values, rights and privacy and how to signpost learners to resources and services that support learning
- Understanding the need for confidentiality, respect and trust in communicating with others about learners
- Understanding the importance of acting sensitively within boundaries and maintaining confidentiality appropriately when dealing with the rights of the learner
- Understanding potential risk-indicators or early warning triggers of learners at risk of under achieving or leaving learning
- Understanding the importance of regular communication with each learner to facilitate early intervention
- Legislative requirements and organisational policy and procedures for safeguarding and supporting learners
- Legislative and organisational requirements governing data protection, confidentiality and copyright and how to seek advice on the requirements
- The circumstances under which referrals might be appropriate and the importance of gaining learner agreement to referral
- The range of resources, including support from others, that is available to support individual learning
- How to recognise when to pass on sensitive and confidential information when there is a safeguarding requirement
- Sources of support within and external to the organisation and how these can be accessed by and on behalf of learners.
- The remits of key national, regional and local organisations within the public, private and voluntary sectors to which it may be appropriate to refer learners
- Eligibility criteria and decision-making processes of the individuals and organisations to whom learners are being referred

Assessment Tasks

Providing support to meet learners' academic, personal and welfare needs

- 1 Using a recent anonymous learner case study explain
 - a) How you have supported the learner to reflect on their attendance, punctuality and/or behaviour
 - b) How you enabled the learner to devise strategies for improvement
 - c) What interventions and support strategies were implemented to support the learner?
In addition, evaluate the effectiveness of the decisions made and the process and tools used and how these might be improved.

(Maximum 750 words)
- 2 Provide three separate anonymous case studies demonstrating how you have worked with learners to identify and address individual support needs. Critically evaluate the process, decisions and outcomes for each case. The three examples should cover
 - a) Additional learning and/or study skills support
 - b) Personal and/or welfare support
 - c) A safeguarding issue

(Maximum 1200 words)
- 3 Explain what the term 'at-risk' means and how you use at-risk indicators to identify and support learners. Include examples of systems and procedures from your own organisation and make reference to relevant legislation.

(Maximum 500 words)

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

Supporting individuals' transition and progression

Credit Value of Unit 4

GLH of Unit 16

Level of Unit 3

Introduction

This purpose of this unit is to enable the learner to understand how to support individuals during transition into the learning organisation, and how to prepare them for progression into work or further study. It includes the personal tutor's role in supporting transition and progression and the importance of working with others both inside and external to the learning organisation.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to support individuals on entry to the learning organisation	1.1 Describe the role and responsibilities of the personal tutor in supporting individuals on entry 1.2 Explain why it is important to provide a comprehensive induction for individuals on entry 1.3 Explain how induction is differentiated to meet the needs of various groups of learners
2 Understand the need to work with others to support individuals during transition	2.1 Explain why it is important to liaise with other colleagues to support individuals' transition 2.2 Explain why it is important to liaise with other stakeholders and external partners/agencies to support individuals' transition 2.3 Explain how individuals' needs are assessed and addressed on entry to the learning organisation
3 Understand how to support individuals to identify and access opportunities and prepare for progression	3.1 Summarise the tools and specialist advice available for individuals to identify and explore progression opportunities 3.2 Explain the importance of impartial advice and guidance to help individuals plan for progression 3.3 Develop action plans with learners to prepare for progression into work or further study

Indicative Content

- Understand why it is important to liaise with colleagues and other stakeholders to support learners' transitions
- Understand who to liaise with and for what purpose in order to support transition and progression
- Understand the importance of clear information and instructions, where appropriate, on learners' entry to the organisation, and the entry process
- Understand the purpose of the induction process and how the tutoring role contributes to effective induction
- Understand how the induction process is adapted to meet the needs of individuals and groups of learners
- The methods and approaches used to assess individuals needs prior to and on entry to the learning organisation
- Understand how to address individuals initial needs on entry to the learning organisation
- Understand the importance of recognising learners' needs when helping them access information
- The responsibilities and boundaries of the personal tutoring role in supporting learners to explore and identify opportunities and routes for progression
- How and when to provide advice and support impartially, without imposing own values and views
- The importance of learners accessing specialist and impartial advice to identify opportunities and plan for progression
- The range of internal and external specialists who can support learners identify and plan for progression in work or further study
- The personal tutor's role in developing progression action plans with learners and facilitating their preparation for progression
- Awareness of the various tools and aids to support individuals searching for information and how to use them
- How to enable learners to develop a progression plan that includes short-term and long-term goals
- How to make sure individual learners progression plans are feasible, clear and include unambiguous expectations

Assessment Tasks

Supporting individuals' transition and progression

- 1 Explain the purpose of induction and why it is important for different types of learners to receive appropriate induction. Include examples of your own organisation's induction procedures and how these meet the needs of a range of learners e.g. full-time, part-time, 14-19, 19+, apprentices and other work based learners.
(Maximum 750 words)
- 2 Describe the role and responsibilities of the personal tutor in supporting learners' transition on entry to the learning organisation. Explain how individuals' needs are assessed and addressed on entry and why it is important to liaise with colleagues, stakeholders and external partners to support individuals' transition.
(Maximum 750 words)
- 3 Explain the personal tutor's role in supporting and enabling learners to plan for progression and access impartial advice and guidance. Summarise the range of tools and support available for individuals to explore progression opportunities into both work and further study.
(Maximum 750 words)

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

Contributing to the quality and impact of personal tutoring

Credit Value of Unit 3

GLH of Unit 12

Level of Unit 3

Introduction

The purpose of this unit is for learners' to understand their responsibility in relation to improving the quality and impact of tutoring in their own organisations, including their own practice. It requires personal tutors to recognise their role in contributing to quality assurance and improvement and also their responsibility for enabling learner views to be heard.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to critically reflect on own tutoring practice	1.1 Evaluate the extent to which own practice is inclusive and promotes equality and diversity 1.2 Evaluate the extent to which own values, beliefs and attitudes influence own practice 1.3 Draw conclusions from feedback to reflect on and improve own practice, skills and knowledge
2 Be able to evaluate the quality and impact of own tutoring practice	2.1 Interpret and analyse learner feedback to evaluate the quality of own tutoring practice 2.2 Analyse relevant data to evaluate the impact of own tutoring practice 2.3 Develop an action plan to improve the quality and impact of own tutoring practice
3 Understand how to contribute to improving the quality of personal tutoring within own organisation	3.1 Describe ways of promoting the values and benefits of tutoring within own organisation 3.2 Apply national quality standards and other quality benchmarks to own tutoring practice 3.3 Describe the organisation's procedures for communicating issues that negatively impact on the quality of tutoring

Indicative Content

- How to recognise and convey what quality and excellence in personal tutoring looks like and the various measures or benchmarks that can be applied.
- How the National Occupational Standards for Personal Tutoring can be applied to own learning and development to improve tutoring practice
- How own values, beliefs and attitudes can impact on the tutoring relationship and how these can be recognised and managed
- The importance of inclusivity to enable parity of provision for all learners
- How to ensure own personal skills in Literacy, Numeracy and ICT are appropriate for the effective support and development of learners
- Ways to continuously reflect on and evaluate own efficiency and effectiveness
- How to self-assess, monitor and take appropriate action to preserve own health, safety and wellbeing
- Why it is important to seek feedback on own performance from all those involved in the learning process and ways that this can be done
- Sources and methods of relevant continuous and professional development to facilitate learning including those relating to technological developments
- The role and functions of individuals and teams in improving quality and raising standards
- How to recognise quality issues and present the information in an appropriate format and to relevant colleagues
- The organisation's quality cycle, own role in the quality cycle, and use of feedback to develop own practice in line with quality systems
- The importance of recognising and promoting the responsibilities of learners in contributing to quality improvement
- How to enable learners to contribute to reviewing and improving the quality of personal tutoring
- How to respond appropriately to learner feedback and recommendations, without raising expectations unrealistically
- The importance of sharing good practice with others to encourage and engage in continuing professional development

Assessment Tasks

Contributing to the quality and impact of personal tutoring

- 1 Discuss how your own values, beliefs and attitudes might influence your practice and how you manage these in the context of your tutoring role. Provide examples of how you ensure your tutoring practice is inclusive and promotes equality and diversity.
(Maximum 750 words)
- 2 Using feedback from learners and colleagues, evaluate the quality and impact of your own tutoring practice and create an action plan to develop practice, skills and knowledge. Include a critical review of your progress and key learning points.
(Maximum 750 words)
- 3 Describe ways in which you contribute to improving the quality of personal tutoring in your own organisation. Give examples where policies, procedures or practice have hindered the quality of provision, explaining how these were both identified and addressed.
(Maximum 750 words)

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

APPENDIX 1

Summary Record of Achievement Level 3 Certificate in Personal Tutoring

Learner Name _____

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understanding the personal tutoring role, responsibilities and relationship	3	3			
Facilitating individual learning and development	3	6			
Enabling learners to recognise, develop and apply transferable skills	3	4			
Providing support to meet learners' academic, personal and welfare needs	3	6			
Supporting individuals' transition and progression	3	4			
Contributing to the quality and impact of personal tutoring	3	3			

Minimum Credit Value of Qualification 26

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 units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Cover Sheet for Centre-devised Assessment Tasks

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