



ATHE Level 3 Award in Education and Training

601/8383/X

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Introduction

About ATHE



Awards for Training and Higher Education (ATHE) is a global awarding organisation regulated by Ofqual and other United Kingdom and international regulators.

We provide centres with a wide variety of qualifications including, but not limited to, business and management, administrative management, law, computing, health and social care, education and training and religious studies.

For the full list please visit our website: www.athe.co.uk

ATHE has also developed a range of bespoke qualifications for clients.

The ATHE mission is to provide outstanding qualifications, customer service and support, enabling centres to thrive and their learners to achieve and progress. We will support this mission by:

- providing qualifications which enable learners to fulfil their potential and make a positive contribution to society both socially and economically
- delivering the highest standards of customer service
- delivering support and guidance which meet the needs of all centres and enable them to improve performance
- upholding and maintaining the quality and standards of qualifications and assessments
- having a commitment to lifelong learning and development

Our Qualifications

Our qualifications have been created with the involvement of expert input from managers and staff in colleges, subject experts and our qualification development team. We have also taken into account feedback from learners and consulted with higher education institutions to ensure the qualifications facilitate progression to higher levels where appropriate. We have taken advantage of the flexibility of the RQF to develop a suite of awards, certificates and diplomas that offer progression across many of the RQF levels.

Key features of the qualifications include:

- regular reviews of the units and the associated support materials so they meet the needs of learners
- alignment of the programmes of learning to comparable standards such as degree and higher degree qualifications in HEIs in the UK and international institutions, so there is smooth progression for learners
- optional units offering the opportunity for learners to choose specialist units which best match their interests and progression aspirations.
- challenging and relevant learning with flexible methods of assessment allowing tutors to select the most appropriate teaching and learning methodology
- opportunities for learners to achieve higher grades by unit and overall qualification and reach their maximum potential
- learning that develops knowledge, understanding and skills in a vocational context.

Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:

- a comprehensive guide for centres on delivering ATHE qualifications
- qualification guidance, assessor guidance, suggested resources and sample assignments for all units which have been written and verified by experienced practitioners
- verification and guidance with internally devised assignments
- guidance on how to deliver, assess and quality assure the qualifications
- an ATHE centre support officer who guides centres through the recognition process, learner registration and learner results submission
- health check visits to highlight areas of good practice and any areas for development
- an allocated member of our team who can work with centres to support further improvements in the quality of teaching, learning and assessment
- the services of a team of experienced external verifiers
- opportunities for training and staff development
- access to free webinars to support delivery, assessment and QA processes
- support for business development.

ATHE Level 3 Award in Education and Training

This document provides key information on ATHE's Level 3 Award in Education and Training, including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook "Delivering ATHE Qualifications". Further guidance on resources and assessment is provided separately.

This qualification is regulated by Ofqual and is listed on Ofqual's Register of Regulated Qualifications. Each qualification has a Qualification Number (QN). This number will appear on the learner's final certification documentation. Each unit within a qualification also has a Unit Reference Number.

The QN number for this qualification is as follows:

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Recognition Dates

This qualification is recognised from 1st March 2016 which is the operational start date in centres.

Availability

This qualification is available to learners who are registered at a recognised ATHE centre which is based in England, Wales or internationally, outside of the United Kingdom.

Introduction to ATHE's Level 3 Award in Education and Training

Our qualification in Education and Training has been developed to conform to the requirements of the RQF, to meet the requirements of the sector and to respond to the needs of our centres.

The aims of this qualification are to provide an introduction to teaching and training for those considering working in the teaching profession, delivering training as part of their role or just beginning their careers in these fields. The qualification will develop knowledge, understanding and

the skills needed to be successful in a teaching or training role. It may be undertaken by individuals who are not currently in a teaching/ training role.

Entry Requirements



This qualification is designed for learners who are typically aged 19 and above.

ATHE's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at level 3. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

For learners who have recently been in education or training the entry profile is likely to include one of following:

- 5 or more GCSEs at grades C and above
- other equivalent international qualifications

Learners must also have an appropriate standard of English, Maths and IT to enable them to access relevant resources and complete the unit assignments.

Learners may also have relevant work experience.

Mature learners may present a more varied profile of achievement that is likely to include relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of relevant professional qualifications. This may provide entry to the qualification or it can be used for recognition of prior learning (RPL). Please also see information provided below.

For those whom English is not their first language we recommend the following standards of proficiency in English language skills or an approved equivalent for this qualification:

- IELTS 5.5
- Common European Framework of Reference (CEFR) B2
- Cambridge English Advanced (CAE) 162 or above
- Pearson Test of English (PTE) Academic 42-49

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners who undertake this qualification have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 3. ATHE will review centre recruitment policies as part of the monitoring processes.

Learners must also be provided with appropriate information and advice about the qualifications. Centres should put in place appropriate systems to assess a learner's suitability for a programme and make a professional judgement about their ability to successfully achieve the designated qualification. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the

learner to access the assessment for the units within the qualification.

Support and Recognition

This qualification is part of a suite of education and training qualifications, which are nationally recognised in the UK and offered by a range of regulated awarding organisations.

Progression

On successful completion of a Level 3 qualification in Education and Teaching there are a number of progression opportunities.

Learners may progress to:

- the level 4 Certificate in Education and Training
- the level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice
- other education and training related qualifications

Recognition of Prior Learning (RPL)

There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and accredited. Centres should read the ATHE Recognition of Prior Learning Policy or contact ATHE to discuss the requirements.

Resources Required by Centres

ATHE expects centres to provide the right human and physical resources needed to ensure the quality of the learner experience. Centres must ensure that staff have the appropriate level of subject knowledge and are normally qualified to at least a degree standard. It is desirable that staff have a teaching and/or assessing qualification and practical experience of this sector.

The physical resources required will vary depending on the style of delivery. Where distance or blended learning is used, ATHE expects centres to have appropriate learning support materials, infrastructure and technology in place to meet student needs.

This information will be checked by external verifiers on their visits to centres.

Support for Course Delivery

ATHE provides a wide range of support. This includes:

- materials on our website to support assessment and teaching and learning
- training events to support the delivery of the qualifications and assessment
- the services of a team of experienced advisors and external verifiers
- an allocated ATHE associate for advice on delivery, assessment and verification

Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit values

Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit values, Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a learner would typically complete to demonstrate achievement of the learning outcomes of a qualification.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit **are estimates**.

Guided Learning Hours (GLH)



The term Guided Learning Hours (GLH) is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. GLH are made up of activities completed by the learner under direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means, the activity must be in real time.

Some examples of activities that can contribute to Guided Learning Hours include:

- Supervised induction sessions
- Learner feedback with a teacher in real time
- Supervised independent learning
- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment that take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

Total Qualification Time (TQT)



Total Qualification Time (TQT) is a guide to the amount of time **a learner** would take, **on average**, to complete the different activities to demonstrate achievement of the learning outcomes of a whole qualification.

TQT includes all the activities described under guided learning hours (GLH) plus all the **additional learning**.

Additional learning will take place away from the classroom and this will not be under direct supervision of a tutor/teacher, lecturer, supervisor, trainer etc. The activities will vary depending on the qualifications, their level and the nature of the learning.

Some examples of activities that can contribute to Total Qualification Time, include:

- Preparation for classes
- Independent and unsupervised research/learning
- Unsupervised work on assignments
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e- assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- Any other form of learning, education or training, not under the direct supervision of a tutor/teacher, lecturer, supervisor, trainer.

Credit

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standards.

Each credit represents 10 hours of learning time and equates to 10 hours of total qualification time. Therefore, one 5 credit unit represents 50 hours of total qualification time. Learning time is a **notional measure** which indicates the amount of time a learner at the level of the unit is expected to take, **on average**, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Learning time includes all the activities described under guided learning hours and additional learning. The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

Qualification Structure

ATHE Level 3 Award in Education and Training

The ATHE Level 3 Award in Education and Training is a 12-credit qualification.

Rules of combination

To be awarded this qualification, a learner must achieve a minimum of 12 credits. Three credits from Group A, six credits from Group B, and three credits from Group C.

The Total Qualification Time is 120

The Total Guided Learning Hours is 73

The Total Credit value is 12

Unit Code	Unit Title	Level	Credit	GLH
Group A				
H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	3	12
Group B				
D/505/0052	Understanding and using inclusive teaching and learning approaches in education and training	3	6	24
J/502/9549	Facilitate Learning and Development for individuals	3	6	25
F/502/9548	Facilitate Learning and Development in Groups	3	6	25
Group C				
R/505/0050	Understanding Assessment in Education and Training	3	3	12
D/601/5313	Understanding the Principles and Practices of Assessment	3	3	24

Assessment

Each candidate is required to create a portfolio of evidence which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria associated with each unit. This means that learning outcomes and assessment criteria specify what each candidate has to achieve.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists linked to the assessment criteria and related action plans

- witness testimony
- completed worksheets
- a journal/diary
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

There is a minimum requirement for learners to engage in an observed and assessed microteach for the following optional unit:

- Unit 02 Understanding and using inclusive teaching and learning approaches in education and training

For this unit, learners must be involved in at least one hour of microteaching. Each learner must deliver at least one 15-minute microteaching session that is observed and assessed by a tutor. For the additional 45 minutes, learners can either deliver additional microteaching sessions or observe the microteaching sessions of other learners. The personal review of these observations needs to be included in the portfolio of evidence.

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:

- Unit 03 Facilitate learning and development for individuals
- Unit 04 Facilitate learning and development in groups

For these units, practice should be in the appropriate context with groups of learners or with individual learners. These units assess occupational competence, so role play or other forms of simulations or a project are not allowed. The number of hours of practice required and the number of hours to be observed and assessed are not specified for these units.

Recording Assessment Judgements

Assessors are required to record assessment judgements for each student by unit. ATHE has provided a template for centres to use to record their judgements and this form should be used. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments. Any adjustments following appeals should also be recorded. These records must be retained as they will be checked at external verification visits. All learner work must be retained for a minimum of 4 years after certification has taken place.

Putting an Assessment Strategy in Place

You will need to demonstrate to your External Verifier that you have a clear assessment strategy supported by robust quality assurance in order to meet the ATHE requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure:

- Devised assessments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet.
- That the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate.
- That the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The RQF level descriptors will be helpful to you in determining the level of content of the assessment).

- Learners are well-briefed on the requirements of the unit and what they have to do to meet them.
- Assessors are well trained and familiar with the content of the unit/s they are assessing.
- There is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- Assessment decisions are clearly explained and justified through the provision of feedback to the learner.
- That work submitted can be authenticated as the learner's own work and that there is clear guidance on the centre's Malpractice Policy.
- That there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed.
- Sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

Grading system

The grading algorithms and overall grade thresholds published in any ATHE specification may be subject to change where this is necessary to maintain standards.

This qualification involves assessment using judgements against 'Pass' Assessment Criteria to make a decision about whether a learner has met the required standard. Our grading system is straightforward and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment and quality assurance arrangements.

The ATHE grading system where a qualification result can be either Pass or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Fail for the unit
- Learner achieves a Pass for all the required units in the rules of combination > learner achieves a Pass for the qualification
- Learner does not achieve a Pass for all the required units in the rules of combination > learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass

Qualification Grading Structure

Determining the Overall Qualification Grade

Each unit is graded pass or fail. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. Each unit is equally weighted.

To achieve a Pass grade for the qualification the learner must achieve a Pass for all the required units in the rules of combination.

Quality Assurance of Centres

Centres delivering ATHE RQF qualifications must be committed to ensuring the quality of the units and qualifications they deliver, by monitoring processes such as observation of classroom practice, gathering and acting on feedback from learners. There must also be effective standardisation of

assessors and verification of assessor decisions. ATHE will rigorously monitor the application of quality assurance processes in centres.

ATHE's quality assurance processes will include:

- Centre approval for those centres who are not already recognised to deliver ATHE qualifications
- Approval to offer the ATHE Level 3 Award in Education and Training
- Monitoring the quality of work in the centre leading to a report, which normally identifies actions for improvement

Centres will be required to undertake training and standardisation activities as agreed with ATHE. Details of ATHE's quality assurance processes are provided in the ATHE Guide: "Delivering ATHE Qualifications" which is available on our website.

Malpractice

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own.

Centres should refer to the ATHE Malpractice and Maladministration Policy on the ATHE website.

Guidance for Teaching and Learning

Learners learn best when they are actively involved in the learning process. We would encourage practitioners delivering our qualifications to use a range of teaching methods and classroom-based activities to help them get information across and keep learners engaged in the topics they are learning about. Learners should be encouraged to take responsibility for their learning and should be able to demonstrate a high degree of independence in applying the skills of research and evaluation. You can facilitate this by using engaging methods of delivery that involve active learning, rather than relying on traditional methods of lecture delivery to impart knowledge. This is irrespective of the chosen mode of study.

Your approach to delivery should give the learners sufficient structure and information on which to build without you doing the work for them. In achieving the right balance, you will need to produce well-planned sessions that follow a logical sequence.

Centres can deliver this qualification in any mode of delivery, in order to meet learner needs. This will include:

- full time,
- part time,
- distance or blended learning

Learners should build on their previous experience. They should be able to engage in practical activities, as part of their learning in this qualification. This will enable them to apply knowledge and understanding and develop the skills necessary to deliver education and training. Please see the section on Assessment which explains some specific learning requirements for individual units.

The delivery of the units in the qualification needs to be planned, so there is a logical sequence supporting development of knowledge and understanding. They can be delivered as independent single units or delivered in a more integrated way. Some suggested approaches to the delivery of the qualification are listed below but these are suggestions only and other models can be applied.

Model A

A taught route for those interested in teaching and/or training but where learners do not have the opportunities for teaching practice required by some of the units. This model can be an intensive programme of learning with 2 to 3 hour sessions per day delivered over several days.

Model B

An extended programme of learning over a number of weeks, on a part time basis with for example one 3-hour session per week. As appropriate depending on the learners work role, they can more easily complete the units needing micro teaching in a classroom situation.

Model C

Distance or blended learning route including supported/directed study with tutorial support for learners with existing teaching/training experience. This experience may be limited or no longer current, but the learner has the opportunity to be observed in teaching practice and with support can gather naturally occurring evidence based on current practice.

The route selected should be negotiated with the learner(s) and reflect the guidelines set out above.

There is further guidance for tutors on teaching and learning in the support materials available on the ATHE Qualification Guidance webpage.



Unit Specifications

Unit Format

Each unit in ATHE's suite of level 3 qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims

The unit aims section summarises the purpose of the unit and what it is aiming to achieve.

Unit Code

Each unit is assigned an RQF unit code that appears with the unit title on the Register of Regulated Qualifications.

RQF Level

All units and qualifications in the RQF have a level assigned to them which represents the level of achievement. The level of each unit is informed by the RQF level descriptors. The RQF level descriptors are available on the ATHE website.

Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Guided Learning Hours (GLH)

Guided learning hours are an indicative guide to the amount of input that a tutor will provide to a learner, to enable them to complete the unit. This includes lectures, tutorials and workshops and time spent by staff assessing learners' achievement when they are present.

Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Each criterion starts with a command verb which reflects the level of the qualification e.g. at level 3 you would see words such as analyse and evaluate

Unit Indicative Content

The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.

Understanding roles, responsibilities and relationships in education and training	
Unit aims	In this unit learners will develop knowledge and understanding of the role and responsibilities of teachers and trainers including the interface with other professionals
Unit level	Level 3
Unit code	H/505/0053
GLH	12
Credit value	3
Unit grading structure	Pass
Assessment guidance	The work produced must demonstrate achievement of the stated learning outcomes at the standards listed in the assessment criteria. For these LOs learners can undertake research on the different types of legislation related to teaching and gain insight into the roles and responsibilities of other professionals working with students
Learning outcomes The learner will:	Assessment criteria 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	2.3 Explain how the teaching role involves working with other professionals 2.4 Explain the boundaries between the teaching role and other professional roles 2.5 Describe points of referral to meet the individual needs of learners

Indicative Content

LO1 Understand the teaching role and responsibilities in education and training

1. The different roles associated with teaching and their functions - teacher; trainer; tutor; coach; mentor; assessor; adviser
2. Responsibilities focus on meeting the needs of individual students so that they achieve and progress, including preparation and delivery of learning; working within the policies and procedures set out by the organisation; compliance with the law; assessing student progress and providing feedback; record keeping; working with other professionals and stakeholders

3. Key legislation, regulatory requirements and codes of practice - equality legislation; data protection; health and safety, organisational policies; awarding organisations requirements; inspection agencies requirements
4. Promotion of equality and diversity – organisational policies and practice; embedding policy into practice in the classroom; meeting special learning needs of individuals through special considerations and reasonable adjustments e.g. learners with visual/ auditory impairment, physical disabilities, learning difficulties; challenging and dealing with any form of discrimination
5. Meeting individual learner needs; use of initial assessment and existing achievements or records; embarking on the right programme of study; identification of strengths and areas for development; ensuring student involvement

LO2 Understand ways to maintain a safe and supportive learning environment

1. Maintaining a safe and supportive learning environment- following health and safety rules, fire evacuation procedures etc.; ensuring equipment is safety tested; providing training for staff; managing the learning situation; setting out the rules
2. Promoting appropriate behaviour and respect – establishing, promoting and delivering organisational standards; valuing individuals and meeting their needs; expecting students to meet standards of behaviour in class and social areas; addressing incidents of indiscipline

LO3 Understand the relationships between teachers and other professionals in education and training

1. Working with other professionals – in teams; departments; meetings; committees; planning; agreeing individual responsibilities; agreeing assessment methods; sharing assessment judgements; obtaining and acting on feedback from others; working with referral agencies
2. Boundaries between the teaching role and other professional roles – identification of other professional roles held in education/training organisations and in related external agencies; the interface with teachers; management structures.
3. Points of referral – internally - student services; departments working with learners with special educational needs; senior staff e.g. heads of department; externally - specialist support; government agencies

Understanding and using inclusive teaching and learning approaches in education and training	
Unit aims	The aim of this unit is to enable the learner to develop knowledge, understanding and skills in how to use inclusive teaching and learning approaches to engage students in the learning process and meet their needs. Learners will gain understanding of the different teaching and learning approaches that can be deployed
Unit level	Level 3
Unit code	D/505/0052
GLH	24
Credit value	6
Unit grading structure	Pass
Assessment guidance	There is a microteaching requirement for this unit. Learners must be involved in at least one hour of microteaching. Each learner must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. In this way learners will gain from personalised feedback which is an essential part of reflective practice. For the additional 45 minutes, the learner can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.
Learning outcomes The learner will:	Assessment criteria 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

LO1 Understand inclusive teaching and learning approaches in education and training

1. Features of inclusive teaching and learning - accessible to students; providing equality of opportunity; differentiated learning; participative learning; student centred; use of different teaching and learning styles
2. Strengths and limitations of teaching and learning approaches – different approaches e.g. didactic teaching; information driven; demonstration; individual and/or group/paired activities; use of case studies; practical activities; personal research; presentations by individuals, pairs, groups
3. Opportunities for learners to develop their English, mathematics, ICT and wider skills – employability; progression; transferable skills; application in a global market; relevance to future study; maximizing potential

LO2 Understand ways to create an inclusive teaching and learning environment

1. Importance of creating an inclusive teaching and learning environment – recognising and valuing individuals; challenging unacceptable behaviour and attitudes; providing opportunities for peer interaction and support; utilising and building on individuals' skills and knowledge
2. Teaching and learning approaches, resources and assessment methods to meet individual learner needs – takes account of students' preferred learning styles; variety of approaches; student centred; addresses the requirements of the programme/qualification being studied; maximises resources available; teaching approaches suit group size, age group, diversity and physical environment of the learning
3. Engaging and motivating learners – students understand the aims of the learning and desired outcomes; clarity; active not passive students; range of approaches used; individual/paired/group activities; providing positive feedback; identifying progress against targets
4. Establishing ground rules with students – following rules laid down by the organisation; explaining why they exist; student ownership of the rules; clarification; discussion

LO3 Be able to plan inclusive teaching and learning

1. Inclusive teaching and learning plan- stated aims and planned outcomes; content and level appropriate for the level and length of the learning session; variety of approaches identified including inclusion of activities; opportunities for formative assessment identified; summarising what has been learned; learning resources identified.
2. Justification of own selection of teaching and learning approaches, resources and assessment methods – meets individual learner needs; builds on existing knowledge and

understanding; resources are available; formative assessment checks learning and there are opportunities for correction

LO4 Be able to deliver inclusive teaching and learning

1. Use teaching and learning approaches, resources and assessment methods – delivery of plan so that outcomes are achieved.
2. Communication with learners – right pace; language used meets the needs of students; awareness and appropriate use of body language; discussion; open, closed, leading and probing questioning techniques used
3. Constructive feedback – specific; identifies positive successes and areas for improvement; supportive; written for future reference; development of self- reflection

LO5 Be able to evaluate the delivery of inclusive teaching and learning

1. Review the effectiveness of own delivery - review linked to achievement of planned outcomes; review of successes and areas for development; specificity; the appropriateness of the plan; communications with students; progress made by students; timings; questioning techniques; assessment methods used
2. Areas for improvement – identification based on evidence; creates a culture of self-reflection and review leading to improvement

Facilitate Learning and Development for Individuals	
Unit aims	This unit aims to assess the understanding of the learning and development practitioner in how to facilitate learning and development for individuals. The practitioner could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods.
Unit level	Level 3
Unit code	J/502/9549
GLH	25
Credit value	6
Unit grading structure	Pass
Assessment guidance	This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed
Learning outcomes The learner will:	Assessment criteria 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 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

Indicative Content

LO1 Understand principles and practices of one to one learning and development

1. Purposes of one to one learning and development - meeting individual needs, developing skill, knowledge and understanding in specific targeted areas; creation of individualised learning plans; creating ownership of the learning.
2. Factors to be considered when facilitating learning and development to meet individual needs – establishing individual need; initial assessment processes, recognising prior learning and achievement; constraints on access to learning; resources available; preferred learning styles
3. Methods for facilitating learning and development – mentoring; coaching; discussion; tutoring; demonstration; specific feedback; action plans
4. Managing risks and safeguarding individuals when facilitating one to one learning and development – Identifying the types of risk physical, emotional; managing the risks e.g. risk assessment, enforcing health and safety rules and processes; establishing ground rules for the relationship with the student; feedback mechanisms
5. Overcoming individual barriers to learning – encouragement; managing the learning so it is broken into manageable pieces; positive feedback; involvement of student in their own learning; use of different approaches to learning; resources which meet student need; application of motivational theories such as Maslow's Theory of Needs or Herzberg's Motivational Theories
6. Monitoring individual learner progress – use of oral question and answer techniques; observation; testing; formative assessment; summative
7. assessment; self-reflection; recording judgements; tracking progress
8. Adapting delivery to meet learner needs – change in learning style; use of additional learning materials; repetition of learning; provision of mentoring or tutoring; additional learning support; extension materials and tasks; resit or resubmission of work

LO2 Be able to facilitate one-to-one learning and development

1. Facilitation methods with individuals to meet their learning and/or development objectives – coaching, student involvement and ownership; learning materials; discussion; mentoring; target setting; skills practice; reviewing progress
2. Implementation of activities – explanation; discussion; presentation; joint planning; tracking progress; practice of skills development; setting tasks and monitoring progress
3. Manage risks and safeguarding students – identifying and cataloguing the risks; identifying and understanding the responsibilities of individuals and the organisations involved. Safeguarding students/participants – applying policies e.g. health and safety, equal opportunities; knowing individual needs e.g. emotional and physical disabilities

LO3 Be able to assist individual learners in applying new knowledge and skills in practical contexts

1. Opportunities for individuals to apply their new knowledge and learning in practical contexts – using learning from work experience, work shadowing, observations, simulations, training activities
Involvement of advisers; employers; subject experts; past students
2. Benefits to individuals of applying new knowledge and skills – increased levels of skills/ understanding; confidence building; improvement in work performance.

LO4 Be able to assist individual learners in reflecting on their learning and/or development

1. Benefits of self–evaluation – identifying own level of achievement; setting personal goals for further development; ownership; personal insights
2. Review individual responses to one-to-one learning and/or development – strategies e.g. listening; clarifying; identifying what has been achieved and what still needs to be done; establishing future support needs to achieve goals
3. Identification of future learning and/or development needs – supportive process; getting specificity and clarity; establishment of planned outcomes; agreed and owned by student; identification of support needs and other resources; planning

Facilitate Learning and Development in Groups	
Unit aims	In this unit learners will gain knowledge and understanding of group dynamics and develop skill in how to work with students in groups, so effective learning takes place.
Unit level	Level 3
Unit code	F/502/9548
GLH	25
Credit value	6
Unit grading structure	Pass
Assessment guidance	This unit assesses occupational competence and requires learners to work with groups of students in a teaching/learning environment. Evidence for learning outcomes 2, 3 and 4 which start with 'Be able to', must come from performance in this work environment. Simulations, projects or assignments are not allowed. It is advisable to assess this unit holistically.
Learning outcomes The learner will:	Assessment criteria 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 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

LO1 Understand principles and practices of learning and development in groups

1. The purposes of group learning and development – students learning from one another (peer teaching); building on other people's ideas; utilisation of different skills; social interaction; shared problem solving; shared responsibilities for delivering outcomes; cost effective approaches to learning
2. Delivery of learning and development must reflect group dynamics – Theories such as Tuckman, Belbin; number in the group; familiarity with one another; familiarity with group work; relationship between group members; culture of the organisation where the group is working; rules laid by the teacher/trainer; contribution of individual members and ownership of the work and process; interface with other aspects of learning delivered.
3. Methods for facilitating learning and development to meet the needs of groups – Methods coaching; setting the ground rules for how the groups will work; determining the composition of the groups so there is a range of skills, experience etc.; nature and clarity of the given tasks e.g. size, complexity, availability of resources; review of process and outcomes; group discussion; recording; evaluation.
4. Management of risks and safeguarding individuals when facilitating learning and development in groups – compliance with health and safety rules, risk assessment of environment, resources and tasks given; safeguarding, e.g. agreement of acceptable behaviour, role/access to teacher when issues emerge.
5. Overcoming barriers to learning in groups – barriers e.g. attitude of group members; abilities of group members and mix; conflict; absence of group members; environment in which the group works; lack of time.
6. Change group members: review on progress to date in order to change process; motivation e.g. Maslow Theory of Needs, Herzberg's Motivational Theory.
7. Monitoring individual learner progress within group learning and development activities – observation; feedback; questioning; testing; recording judgements; checking on progress with individual learning plans.
8. Adapting delivery based on feedback from learners in groups – understanding the feedback; changing the pace/timing/deadlines of tasks; changing nature of the task; level of support and intervention; student agreement and working with any changes made.

LO2 Be able to facilitate learning and development in groups

1. Facilitation methods with group members to meet group and individual learning objectives – Discussion; establishing individual learning plans; providing feedback; intervention e.g. managing group activities, providing individual/group support; ensuring ground rules for group work are adhered to.
2. Implementation of learning and development activities to meet learning objectives - delivering the plan for the learning; assessing progress and making adjustments to ensure objectives are achieved; ensuring resources are in place and risks mitigated
3. Management of risks to group and individual learning and development – checking the environment and equipment needed for the learning; ensuring code of conduct and rules for group work are understood and implemented; ensuring appropriate group size and

composition; ensuring level of challenge is appropriate; monitoring group activity and responding to issues in a timely way.

LO3 Be able to assist groups to apply new knowledge and skills in practical contexts

1. Development of opportunities for individuals to apply new knowledge and skills in practical contexts – setting appropriate tasks at the right level; ensuring achievable outcomes are created; establishing different roles for group members; relevance to skill development, knowledge and understanding needed for employment and progression; simulations; including use of individual logs and reflective accounts.
2. Providing feedback to improve the application of learning – ensuring feedback is constructive, based on evidence and is specific; utilisation of tutor, group and self-assessment; oral and written feedback; recorded for accuracy; creation of individual and group action plans for improvement

LO4 Be able to assist learners to reflect on their learning and development undertaken in groups

1. Self-evaluation by learners – ensuring learners understand the benefits of reflection; establishing processes and supporting documentation for review and reflection; training individuals on how to review and record progress; monitoring activities and providing support as needed; making this part of the assessment process.
2. Review of individual responses to learning and development in groups – role of tutor/teacher e.g. listening, clarifying, questioning, responding, recording; use all the information available; ensuring accuracy and specificity; tone, body language; providing motivation.
3. Assisting learners' identification of their future learning and development needs – training on how and when this should take place; individual/paired reflection opportunities; providing materials to support the process; provision of support as required and identifying who will do this e.g. line manager, tutor, another teacher etc.

Understanding Assessment in Education and Training	
Unit aims	The aim of this unit is to develop knowledge and understanding of the purpose of assessment and the different types, which can be used in the education and/or training of individuals. The unit will also develop an understanding of the need to record assessment judgements
Unit level	Level 3
Unit code	R/505/0050
GLH	12
Credit value	3
Unit grading structure	Pass
Assessment guidance	The learner work must demonstrate achievement of the understanding required by the LOs at the standards provided by the assessment criteria. Learners should use exemplar material to support the points which are made. The examples can be based on personal experience and/or research.
Learning outcomes The learner will:	Assessment criteria 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 1.4 Explain how different assessment methods can be adapted to meet 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 and use 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

LO1 Understand types and methods of assessment used in education and training

1. Purposes of types of assessment – establishing what is known, understood and what the learner can do; judgements; initial assessment; formative assessment; summative assessment; who wants the assessment e.g. student, employer, teacher/trainer; internal and external assessment
2. Characteristics of different methods of assessment – written; oral; time constrained; open book/closed book; practical test of skills; observation; based on mark scheme; based on achievement of assessment criteria; assessment in accordance with rules provided; judgement on performance; recording of decisions
3. Strengths and limitations of different assessment methods – Strengths developmental; facilitates judgements; enables target setting and improvements; enables comparability between students
 - a. Limitations – some methods can be a judgement about performance ‘on the day’; complex administrative processes required; management of malpractice
 - b. physical resources needed to allow for exam sittings
4. Adaption of different assessment methods to meet individual learner needs – differentiated tasks; different formats; scribe or reader; additional time; translations

LO2 Understand how to involve learners and others in the assessment process

1. Involvement of learners and others in the assessment process – recognition of prior learning; use of self-assessment as a learning tool; ensuring the learner has clarity on the standards required for achievement
Involvement of others – quality assurance of assessment decisions; standardisation activities; mentoring
2. The role and use of peer- and self-assessment – understanding the assessment process and what is needed to achieve; learner involvement and ownership; peer support
3. Sources of information that should be made available to learners and others involved in the assessment process – information from awarding organisations on assessment criteria, mark schemes etc.; evidence requirements; deadlines for submission of work; time constraints; enquiries and appeals procedures (internal and external); recording processes; internal and external QA processes relating to assessment

LO3 Understand the role and use of constructive feedback in the assessment process

1. Key features of constructive feedback – learner centred; specific; factual; developmental; timely; respectful; positive and areas for improvement
2. Constructive feedback and its contribution to the assessment process – identifying successes and specific areas for improvement; action planning; building learner confidence and ownership; improved performance
3. Ways to give constructive feedback to learners – oral; written; 1:1; peer and self; linked to standards/assessment criteria

LO4 Understand requirements for keeping records of assessment in education and training

1. The need to keep records of assessment of learning – tracking progress; reporting progress; employer requirements; inspection agency requirements; internal QA processes; awarding organisation requirements
2. Requirements for keeping records of assessment – accuracy; keeping records safe; confidential; broken down into achievement per unit/ per criterion; readily available for internal and external access:

Understanding the Principles and Practices of Assessment	
Unit aims	In this unit learners will gain knowledge and understanding of the principles and practices of assessment.
Unit level	Level 3
Unit code	D/601/5313
GLH	24
Credit value	3
Unit grading structure	Pass
Assessment guidance	Learners must demonstrate achievement of the LOs at the standards set by the AC. There is no requirement for this unit to be assessed in the workplace. However wherever possible learners should refer to actual practice and the unit can be linked to other units in this qualification.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles and requirements of assessment	1.1 Explain the function 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 the 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 the importance of involving 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

	<p>of learning</p> <p>4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners</p>
5. Understand how to make assessment decisions	<p>5.1 Explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> • sufficient • authentic • current <p>5.2 Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
6. Understand quality assurance of the assessment process	<p>6.1 Evaluate the importance of quality assurance in the assessment process</p> <p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>
7. Understand how to manage information relating to assessment	<p>7.1 Explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2 Explain how feedback and questioning contribute to the assessment process</p>
8. Understand the legal and good practice requirements in relation to assessment	<p>8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 Explain the contribution that technology can make to the assessment process</p> <p>8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 Explain the value of reflective practice and continuing professional development in the assessment process</p>

Indicative Content

LO1 Understand the principles and requirements of assessment

1. The function of assessment in learning and development – judgement on achievement to date against the set standards; identification of success and areas needing improvement; formative and summative; contribution to internal QA processes; information required by external inspection agencies; benchmarking; review against targets set

2. The key concepts and principles of assessment - being clear why assessment is needed and the aims; how does it support learning and progress; is assessment a requirement e.g. by the organisation or external agencies; is assessment recognising prior learning; does the assessment test skills and/or knowledge and/or understanding
3. The responsibilities of the assessor – fundamentally the responsibility is to the student; other stakeholders e.g. parents, the sponsor e.g. employer; the organisation where the student is enrolled; the awarding organisation as the integrity of the qualifications must be maintained; the organisation accepting the student for the next phase of their learning
4. The regulations and requirements – this will be partially dependent on the location of the centre but for qualifications on the RQF this will include Ofqual, awarding organisations e.g. standardisation/moderation, recording and retaining judgements; other regulatory bodies; health and safety laws; equality and diversity; data protection; legislation preventing disability discrimination

LO2 Understand different types of assessment method

1. the strengths and limitations of a range of assessment methods – use of performance criteria; assessment criteria; standards of competency; time constrained assessment; orals or viva; closed book or open book; individual and group assessment; multiple choice; long answers; reliability; resource implications; consistency of standards; issues of access for all learners

LO3 Understand how to plan assessment

1. Key factors to consider when planning assessment – being clear about the purpose of the assessment e.g. initial/pre-course, formative, summative; timing; compliance with regulations set internally and by awarding organisations; student progression; recognising prior learning; choice of method; determined by awarding organisation; range of methods/activities to meet student needs and aligned to aims of the qualification, e.g. observation, written work; examinations; tests
2. The benefits of using a holistic approach to assessment – using knowledge and skills already gained; linking subjects and learning; supporting work-based assessment; rationalises assessment; related to a given context
3. Planning a holistic approach to assessment - gaining an overview of the learning and its outcomes; identifying what will be achieved at different stages in the learning; making linkages between knowledge, understanding and skill development; logical development and sequencing; identifying assessment opportunities and the types of assessment planned
4. The types of risks that may be involved in assessment – staffing capabilities; consistency of judgements e.g. fair, valid; managing volume; managing malpractice and maladministration; practical considerations e.g. health and safety; meeting individual learner need; ensuring appropriate conduct of examinations; data protection
5. Minimising risks through the planning process – providing clear assessment criteria; mark schemes; assessor/marker training; standardisation activities; rules for examinations are known and followed; assessment methods enable the students to demonstrate achievement of the standards; accurate recording of assessment decisions; tracking.

LO4 Understand how to involve learners and others in assessment

1. The importance of involving the learner and others in the assessment process - in order to provide advice and negotiate learning based on factual information e.g. initial assessment, learning/training needs analysis; determining goals; student ownership; clarity; determining levels achieved; motivational; involvement with others e.g. colleagues, external agencies, parents, employers; holistic approach.
2. Types of information that should be made available to learners and others involved in the assessment process – awarding organisation requirements; occupational standards; criteria against which assessment will take place; mark schemes; time allowed; venues; deadlines for submission of work; opportunities for feedback; rules for resubmissions; appeals procedures; policies on special considerations and reasonable adjustments.
2. Peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning – agreeing the rules and how the process will take place e.g. identification of strengths as well as areas for development, specificity; witness statements; informal feedback; peer observations and feedback; self-assessment; personal SWOT; target setting and action planning.
3. Assessment arrangements can be adapted to meet the needs of individual learners – reference to awarding organisation rules for giving special considerations e.g. additional time in exams, scribe, digital recordings; application of different assessment methods; provision of learning support; based on documented evidence of need

LO5 Understand how to make assessment decisions

1. Judgements on whether evidence is:
 - sufficient
 - authentic
 - current

Learner work must meet learning outcomes and the given standards; adhere to command verbs provided; evidence is relevant, authentic and attributable; work is completed within given time constraints.
2. Ensuring assessment decisions are:
 - made against specified criteria
 - valid
 - reliable
 - fair

Assessment criteria are clear and understood; criteria appropriate for level of qualification; assessment documentation; awarding body rules; feedback to assessors; assessment judgements are based on evidence provided; fair and without bias

LO6 Understand quality assurance of the assessment process

1. The importance of quality assurance in the assessment process – consistency and validity of judgements across students, contexts, modules/units, assessors; standardisation activities; moderation activities; internal and external verification; rules for sampling; planning sampling process; benchmarking; assessor training and development

2. Quality assurance and standardisation procedures in own area of practice – following organisation policies and processes; adhering to awarding organisation requirements; joint marking, standardisation meetings and activities; feedback; benchmarking; review; action planning.
3. The procedures to follow when there are disputes concerning assessment in own area of practice – organisation policies on appeals and associated processes; written documentation for each stage; open; fair without bias; feedback to assessor and appellant.

LO7 Understand how to manage information relating to assessment

1. The importance of following procedures for the management of information relating to assessment – compliance with the law e.g. Data Protection; compliance with awarding organisations rules; compliance with organisation policies on storing and sharing information; accuracy; easily retrievable data.
2. The use of feedback and questioning in the assessment process – supporting evidence for assessment; confirming what is known and understood; confirming what the student can do; motivational recognising success; identifying further learning needs; target setting and action planning.

LO8 Understand the legal and good practice requirements in relation to assessment

1. Legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare – awarding organisation rules; requirements of the Regulators e.g. Ofqual; rules and/or legal requirements on confidentiality; health and safety; equality and diversity; standardisation activities; moderation; internal verification; staff training and development.
2. The contribution that technology can make to the assessment process – online testing; recording and storage of assessment decisions; tracking student progress; submission of assignments electronically; feedback sent electronically; data held on achievement per unit/module per qualification; benchmarking; value added data.
3. Requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment - organisational policies on equality and diversity and processes for implementation; employment regulations and policies; ensuring access to assessment for all learners e.g. physical disability; providing additional resources as appropriate; recognising additional support needs; providing additional time; bilingualism; awarding organisation rules on assessment in a language other than English
4. The value of reflective practice and continuing professional development in the assessment process –reflective practice based on evidence e.g. feedback from others, assessment decisions, personal reflection, appraisals etc.; ownership of the outcomes; targets and action planning for personal development leading to improved practice including knowledge, understanding and skills; proposals for how institutional practice can be improved