VTCT Skills Level 4 Certificate in Education and Training

Operational start date:	**1st April 2014**
Credit value:	**33**
Total Qualification Time (TQT):	**330**
Guided learning hours (GLH):	**128 - 588**
Qualification number:	**601/2764/8**

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UET8				
UET9				
UV40767				
Optional units				

The qualification

Introduction

The VTCT Skills Level 4 Certificate in Education and Training has been designed to enable you to develop practical teaching skills.

The course content covers planning, delivery, assessment and the use of resources. This qualification is suitable for trainee teachers, those experienced in a teaching role and those working as assessors who wish to gain a teaching qualification. Successful graduates can progress to higher level teaching qualifications.

National Occupational Standards (NOS)

This qualification has been mapped to the relevant NOS, and is regulated on the Regulated Qualifications and Framework.

Prerequisites

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

Your centre will have ensured that you have the required knowledge, understanding and skills to enrol and successfully achieve this qualification.

Progression

On completion of this qualification you may choose to undertake further study; qualifications you could progress to include:

- VTCT Skills Level 5 Diploma in Education and Training

You can progress from the VTCT Skills Level 4 Certificate in Education and Training directly into employment as a teacher in the further education sector.

Qualification structure

Total credits required - 33 (minimum)

All mandatory units must be completed. A minimum of 18 credits must be achieved at level 4 or above.

Mandatory units - 18 credits					
VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UET8	M/505/0122	Delivering Education and Training	6	24	4
UET9	F/505/0125	Assessing Learners in Education and Training	6	24	4
UV40767	A/502/9550	Manage learning and development in groups	6	30	4

Optional units - 15 credits (minimum)					
VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UET1	H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	12	3
UET7	A/505/1189	Planning to meet the needs of learners in education and training	3	15	4
UV30564	H/601/5314	Assess occupational competence in the work environment	6	30	3
UV30566	F/601/5319	Assess vocational skills, knowledge and understanding	6	30	3
UV40575	A/601/5321	Internally assure the quality of assessment	6	45	4
UV40794	A/502/9547	Develop and prepare resources for learning and development	6	25	4
UET10	L/505/0127	Using resources for education and training	3	15	4
UV51238	T/503/5380	Action research	15	50	5
UET13	M/505/1089	Delivering employabililty skills	6	20	4
UV30795	F/502/9551	Engage learners in the learning and development process	6	30	3
UV40805	D/502/9556	Engage with employers to facilitate workforce development	6	30	4

Qualification structure

Optional units continued					
VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV41214	Y/503/5789	Equality and diversity	6	25	4
UV30792	K/502/9544	Identify individual learning and development needs	3	24	3
UV41226	L/503/5384	Inclusive practice	15	50	4
UET14	L/505/0189	Preparing for the mentoring role	3	15	4
UET12	J/505/1096	Teaching in a specialist area	15	50	4
UV40565	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	6	45	4

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT Skills will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT Skills external quality assurers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT Skills.

Externally assessed hard-copy question papers will be set by VTCT Skills, marked by centre staff and sampled by VTCT Skills external quality assurers.

Assessment explained

VTCT Skills courses are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT Skills and regulatory requirements.

An external quality assurer, appointed by VTCT Skills, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT Skills unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of evidence
UET8	Delivering Education and Training	0	✓	✓
UET9	Assessing Learners in Education and Training	0	✓	✓
UV40767	Manage learning and development in groups	0	✓	✓

Unit assessment methods

Optional units				
		External	Internal	
VTCT Skills unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of evidence
UET1	Understanding roles, responsibilities and relationships in education and training	0	✗	✓
UET7	Planning to meet the needs of learners in education and training	0	✓	✓
UV30564	Assess occupational competence in the work environment	0	✓	✓
UV30566	Assess vocational skills, knowledge and understanding	0	✓	✓
UV40575	Internally assure the quality of assessment	0	✓	✓
UV40794	Develop and prepare resources for learning and development	0	✗	✓
UET10	Using Resources for Education and Training	0	✓	✓
UV51238	Action research	0	✗	✓
UET13	Delivering employabililty skills	0	✓	✓
UV30795	Engage learners in the learning and development process	0	✓	✓
UV40805	Engage with employers to facilitate workforce development	0	✗	✓
UV41214	Equality and diversity	0	✗	✓
UV30792	Identify individual learning and development needs	0	✓	✓
UV41226	Inclusive practice	0	✗	✓
UET14	Preparing for the mentoring role	0	✗	✓
UET12	Teaching in a specialist area	0	✗	✓
UV40565	Understanding the principles and practices of internally assuring the quality of assessment	0	✗	✓

Unit glossary

	Description
VTCT Skills product code	All units are allocated a unique VTCT Skills product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT Skills.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unilke Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of observations required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Observation outcome	An observation outcome details the practical tasks that must be completed to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel with the unit's observation outcomes.

UET8

Delivering education and training

The aim of this unit is to enable you to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. You will gain an understanding of how technology can enhance teaching and learning and covers expectations in relation to the minimum core in delivering inclusive teaching and learning.

Level

4

Credit value

6

GLH

24

Observation(s)

1

External paper(s)

0



Delivering education and training

Learning outcomes

On completion of this unit you will:

1. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements
2. Be able to communicate with learners and other learning professionals to promote learning and progression
3. Be able to use technologies in delivering inclusive teaching and learning
4. Be able to implement the minimum core when delivering inclusive teaching and learning
5. Be able to evaluate own practice in delivering inclusive teaching and learning

Evidence requirements

1. *Environment*
   Evidence for this unit must be gathered within real teaching and learning environment.
2. *Simulation*
   Simulation is not permitted for this unit.
3. *Achieving assessment criteria*
   There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
4. *Teaching practice*
   There is a requirement to observe and assess teaching practice in this unit. To achieve this unit, you must be able to provide evidence of a minimum of one assessed observation of teaching practice confirming competent performance.
5. *Observation outcomes*
   Competent performance of Observation outcomes must be demonstrated to your assessor on **at least one occasion**.

   Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.
6. *Knowledge outcomes*
   There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
7. *Tutor/Assessor guidance*
   You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
8. *External paper*
   There is no external paper requirement for this unit.

Achieving observations

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.



Observations

Learning outcome 1

Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements

You can:

a. Create an inclusive teaching and learning environment

b. Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements

**May be assessed by supplementary evidence.*

Observation	1	*Optional*	*Optional*
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



Learning outcome 2

Be able to communicate with learners and other learning professionals to promote learning and progression

You can:

a. Use communication methods and media to meet individual learner needs

b. Communicate with other learning professionals to meet individual learner needs and encourage progression

**May be assessed by supplementary evidence.*

Observation	1	*Optional*	*Optional*
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



Learning outcome 3

Be able to use technologies in delivering inclusive teaching and learning

You can:

a. Use technologies to enhance teaching and meet individual learner needs

*May be assessed by supplementary evidence.

Observation	1	*Optional*	*Optional*
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



Learning outcome 4

Be able to implement the minimum core when delivering inclusive teaching and learning

You can:

a. Apply minimum core elements in delivering inclusive teaching and learning

*May be assessed by supplementary evidence.

Observation	1	*Optional*	*Optional*
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements

You can:	Portfolio reference
C. Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners	



Learning outcome 2

Be able to communicate with learners and other learning professionals to promote learning and progression

You can:	Portfolio reference
C. Analyse benefits and limitations of communication methods and media used in own area of specialism	



Learning outcome 3

Be able to use technologies in delivering inclusive teaching and learning

You can:	Portfolio reference
b. Analyse benefits and limitations of technologies used in own area of specialism	



Learning outcome 4

Be able to implement the minimum core when delivering inclusive teaching and learning

You can:	Portfolio reference
b. Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning	



Learning outcome 5

Be able to evaluate own practice in delivering inclusive teaching and learning

You can:	Portfolio reference
a. Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others	
b. Identify areas for improvement in own practice in meeting the individual needs of learners	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements

Inclusive teaching and learning environment: Organisational policy and practice, classroom management, motivational theory (e.g. Maslow), level of learner and corresponding reading ages, inclusive language, representation of cultural differences, avoiding stereotyping, accommodation for learners with specific learning difficulties and disabilities.

Inclusive approach to teaching and learning in accordance with internal and external requirements: Learning preference, different teaching methods accommodate different learning methods, accommodate different learning preferences and different abilities or needs; including one-to-one, paired work, small group teaching, whole group teaching, subject specialist knowledge, lesson planning, differentiation, inclusion, internal policy and practice, funding and regulatory body requirements.

Learning outcome 2: Be able to communicate with learners and other learning professionals to promote learning and progression

Communication methods and media: Written, verbal and non-verbal communication, electronic, audio and social media, specialist support/aids and appropriate use of learning methods to accommodate different learning preferences and different abilities or needs, including one-to-one, paired work, small group teaching, whole group teaching, subject specialist knowledge, lesson planning, differentiation, inclusion, internal policy and practice.

Communicate with other learning professionals: Teachers, mentors, learning support specialists, written/verbal/non-verbal communication, range of media, representatives from external agencies.

Benefits and limitations of communication methods and media: Written, verbal and non-verbal communication, learners' levels and corresponding reading ages, capabilities of the learners, SMOG testing (McLaughlin formula/polysyllable count), range of media (e.g. handout, poster, email, text, presentation, DVD, internet, books, magazines, journals), maintenance of accurate and up-to-date learning records, Individual Learning Plans (ILPs) and other reviews.



Learning outcome 3: Be able to use technologies in delivering inclusive teaching and learning

Technologies to enhance teaching: Use of technology; initial assessment, planning and designing learning and teaching, delivery of learning and teaching, assessment opportunities, review and monitoring of learner progression, copyright restrictions, strengths and limitations of technology.

Benefits and limitations of technologies: Strengths and limitations of technological resources, strengths and limitations of computerised assessment, consideration of existing resources, financial constraints and cost of developing/implementing new resources, availability of technology, copyright restrictions, use of feedback from a range of suitable sources (e.g. learners, peers, managers), evaluation theory (e.g. Kirkpatrick), current thinking and debates concerning the use of ICT.

Learning outcome 4: Be able to implement the minimum core when delivering inclusive teaching and learning

Applying minimum core elements: Adult literacy core curriculum, adult numeracy core curriculum, models of embedding core curricula e.g. dual skills teaching (one teacher), integrated team teaching (team of teachers with complementary expertise working together), linked or contextualised teaching (language, literacy, numeracy (LLN) linked to the vocational area using contextualised material), other forms of active collaboration between teachers to support learners progress towards vocational and LLN goals, signposting adult core curricula references, lesson planning.

Ways minimum core elements can be demonstrated: Adult literacy core curriculum, adult numeracy core curriculum, adult ESOL core curriculum, lesson planning, different models of embedding core curricula (e.g. fully integrated, sandwich model), written, verbal and non-verbal communication, learners' levels and corresponding reading ages, capabilities of the learners, SMOG testing (McLaughlin formula/polysyllable count), range of media (e.g. handout, poster, email, text, presentation, DVD, internet, books, magazines, journals), use of feedback from a range of suitable sources (e.g. learners, peers, managers).



Learning outcome 5: Be able to evaluate own practice in delivering inclusive teaching and learning

Effectiveness of own practice: Self-reflective practice, use of feedback from a range of suitable sources (e.g. learners, tutors, awarding organisations), meetings and sharing of good practice.

Areas for improvement in own practice: Self-reflective practice, use of feedback from a range of suitable sources (e.g. learners, tutors, awarding organisations), meetings and sharing of good practice, CPD and action planning, SMART targets (specific, measurable, achievable, relevant, timely).

Notes

Use this area for making notes and drawing diagrams



UET9

Assessing learners in education and training

The aim of the unit is to enable you to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate your own assessment practice. You will cover the expectations in relation to the minimum core in assessing learners in lifelong learning.

Level

4

Credit value

6

GLH

24

Observation(s)

1

External paper(s)

0



Assessing learners in education and training

Learning outcomes

On completion of this unit you will:

1. Be able to use types and methods of assessment to meet the needs of individual learners
2. Be able to carry out assessments in accordance with internal and external requirements
3. Be able to implement the minimum core when assessing learners
4. Be able to evaluate own assessment practice

Evidence requirements

1. *Environment*
   Evidence for this unit must be gathered within real teaching and learning environment.
2. *Simulation*
   Simulation is not permitted for this unit.
3. *Achieving assessment criteria*
   There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
4. *Teaching practice*
   There is a requirement to observe and assess teaching practice in this unit. To achieve this unit, you must be able to provide evidence of a minimum of one assessed observation of teaching practice confirming competent performance.
5. *Observation outcomes*
   Competent performance of Observation outcomes must be demonstrated to your assessor on **at least one occasion.**
   Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.
6. *Knowledge outcomes*
   There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
7. *Tutor/Assessor guidance*
   You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
8. *External paper*
   There is no external paper requirement for this unit.

Achieving observations

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.



Observations

Learning outcome 1

Be able to use types and methods of assessment to meet the needs of individual learners

You can:

a. Use types and methods of assessment to meet the individual needs of learners

b. Use peer and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning

c. Use questioning and feedback to contribute to the assessment process

**May be assessed by supplementary evidence.*

Observation	1	*Optional*	*Optional*
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



Learning outcome 2

Be able to carry out assessments in accordance with internal and external requirements

You can:

a. Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current

b. Conduct assessments in line with internal and external requirements

c. Communicate assessment information to other professionals with an interest in learner achievement

**May be assessed by supplementary evidence.*

Observation	1	*Optional*	*Optional*
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



Learning outcome 3

Be able to implement the minimum core when assessing learners

You can:

a. Apply minimum core elements in assessing learners

*May be assessed by supplementary evidence.

Observation	1	*Optional*	*Optional*
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Be able to use types and methods of assessment to meet the needs of individual learners

You can:	Portfolio reference
d. Explain the purposes of types of assessment used in education and training	
e. Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners	



Learning outcome 2

Be able to carry out assessments in accordance with internal and external requirements

You can:	Portfolio reference
d. Identify the internal and external assessment requirements and related procedures of learning programmes	
e. Record the outcomes of assessments to meet internal and external requirements	



Learning outcome 3

Be able to implement the minimum core when assessing learners

You can:	Portfolio reference
b. Analyse ways in which minimum core elements can be demonstrated in assessing learners	



Learning outcome 4

Be able to evaluate own assessment practice

You can:	Portfolio reference
a. Review the effectiveness of own assessment practice, taking account of the views of learners and others	
b. Identify areas for improvement in own assessment practice	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to use types and methods of assessment to meet the needs of individual learners

Use of peer and self-assessment: Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning. Peer assessment, self-assessment, action planning, SMART targets (specific, measurable, achievable, relevant, timely), negotiation skills, strengths and limitations of peer group assessment, strengths and limitations of self- assessment, learner autonomy.

Use of questioning and feedback: Questioning techniques, written, verbal and non-verbal communication, inclusive language, effective feedback, coverage including affirmation of achievement or identification of further work required for assessment and progression, use of communication and interpersonal skills including sensitive and empathetic approach (as required), effective use of body language and voice, positive, constructive and supportive feedback, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted with development plans outlined.

Purposes of types of assessment: Different forms of assessment (self, peer, ipsative, criterion referenced, normative referenced, assessment of learning, assessment as learning, assessment for learning), different stages of assessment (screening, initial, diagnostic, formative, summative), different methods of assessment (e.g. computerised, group work, practical, presentations, questions and answer, role play, witness testimony), formal and informal assessment, validity, reliability, adaptation of assessment arrangements to meet the needs of individual learners.

Effectiveness of assessment methods: Awarding organisation and regulatory requirements, assessment criteria and standards, assessment opportunities, strengths and limitations of assessment methods; including observation of performance, skills tests, written evidence (i.e. projects, assignments, independent papers and journals), oral and written questioning, case studies, simulation, witness testimony, learner statements and recognition of prior learning, opportunities for assessment relevant to standards, fairness relevant to opportunities for achievement of outcomes, value of an holistic approach.



Learning outcome 2: Be able to carry out assessments in accordance with internal and external requirements

Assessment types and methods: Different forms of assessment (self, peer, ipsative, criterion referenced, normative referenced, assessment of learning, assessment as learning, assessment for learning), different stages of assessment (screening, initial, diagnostic, formative), summative assessment methods including observation of performance, skills tests, written evidence (i.e. projects, assignments, independent papers and journals), oral and written questioning, case studies, simulation, witness testimony, learner statements and recognition of prior learning, opportunities relevant to standards, fairness relevant to opportunities for achievement of outcomes, value of a holistic approach.

Assessments in line with internal and external requirements: Accurate and detailed records providing detail of activities/occurrences, range of assessment methods documented, action plans/personal development plans, completed assessment logbooks/pro-formas, records of oral questioning and written assessment, alignment with centre and awarding organisation policies, legal requirements for records.

Communicate assessment information to other professionals: Awarding organisation requirements, regulatory and funding organisation requirements, internal organisational policy and practice, accuracy, legibility, written communication, methods of communication (e.g. memo, email, poster, notice board, publication).

Internal and external assessment requirements and related procedures of learning programmes: Awarding organisation requirements, evidence requirements, adaptation of assessment arrangements to meet the needs of individual learners, legislation impacting upon assessment (Data Protection Act, Freedom of Information Act, Equality Act, Health and Safety Act, organisational policy and practice), different types of assessment, screening, initial, diagnostic, formative, summative.



Learning outcome 3: Be able to implement the minimum core when assessing learners

Application of minimum core elements: Adult literacy core curriculum, adult numeracy core curriculum, models of embedding core curricula (e.g. dual skills teaching (one teacher), integrated team teaching (team of teachers with complementary expertise working together), linked or contextualised teaching (language, literacy, numeracy (LLN) linked to the vocational area using contextualised material), other forms of active collaboration between teachers to support learners' progress towards vocational and LLN goals, signposting adult core curricula references.

Ways core elements can be demonstrated: Adult literacy core curriculum, adult numeracy core curriculum, adult ESOL core curriculum, lesson planning, different models of embedding core curricula (e.g. fully integrated, sandwich model), written, verbal and non-verbal communication.

Learning outcome 4: Be able to evaluate own assessment practice

Effectiveness of own assessment: Models of reflection (e.g. Gibbs, Schon), self-reflective practice, learner evaluation, using feedback from a range of suitable sources (e.g. learner, internal verifier, external verifier).

Areas for improvement in own assessment practice: Models of reflection (e.g. Gibbs, Schön), self-reflective practice, learner evaluation, using feedback from a range of suitable sources (e.g. learner, internal verifier, external verifier), standardisation meetings, sharing best practice, action planning, SMART targets (specific, measurable, achievable, relevant, timely).

Notes

Use this area for making notes and drawing diagrams



UV40767

Manage learning and development in groups

The aim of this unit is to enable you to manage learning and development in groups. You are expected to understand the use of a variety of management methods, for example motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. You are also expected to involve learners within groups in the learning and development process.

Level

4

Credit value

6

GLH

30

Observation(s)

1

External paper(s)

0



Manage learning and development in groups

Learning outcomes

On completion of this unit you will:

1. Be able to manage group learning and development environments
2. Be able to apply methodologies to manage learning and development in groups
3. Be able to manage learning and development in groups to comply with legal and organisational requirements
4. Understand the principles and practices of managing learning and development in groups

Evidence requirements

1. *Teaching practice*
   You are required to undertake teaching practice in a work environment. Practice should be in an appropriate context with groups of learners.
2. *Working environment*
   This unit assesses occupational competence. Outcomes 1-3 must be observed/assessed in a work environment. Simulations, projects or assignments are not allowed for these outcomes.
3. *Achieving assessment criteria*
   There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
4. *Observation outcomes*
   Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least one occasion**.
5. *Range*
   All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
6. *Knowledge outcomes*
   There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
7. *Tutor/Assessor guidance*
   You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
8. *External paper*
   There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



Observations

Outcome 1

Be able to manage group learning and development environments

You can:

a. Facilitate communication, collaboration and learning between group members

b. Use motivational methods to engage the group and its individual members in the learning and development process

c. Consult with group members to adapt their learning and development environments to improve their learning outcomes

d. Manage the risks associated with group learning and development

**May be assessed through oral questioning.*

Observation	1	*Optional*	*Optional*
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



Outcome 2

Be able to apply methodologies to manage learning and development in groups

You can:

a. Involve learners in agreeing group learning and development objectives

b. Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group

c. Manage group learning strategies and delivery methods to reflect changing requirements

d. Provide individual advice to learners to assist their decision making about future learning needs

**May be assessed through oral questioning.*

Observation	1	*Optional*	*Optional*
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



Outcome 3

Be able to manage learning and development in groups to comply with legal and organisational requirements

You can:

a. Support learner's rights in relation to equality, diversity and inclusion

b. Minimise risks to safety, health, wellbeing and security of learners

c. Manage confidentiality in relation to learners and the organisation

d. Maintain learning and development records in accordance with organisational procedures

**May be assessed through oral questioning.*

Observation	1	*Optional*	*Optional*
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



Range

*You must practically demonstrate that you have:

Facilitated **all** types of groups	Portfolio reference
Formal	
Informal	
Group of 2-3 participants	
Group of 4+ participants	
Covered all evaluation topics	**Portfolio reference**
Learning	
Behaviour	
Achievement	
Adapted methods to meet the needs of learners in all settings	**Portfolio reference**
Small group	
Large group	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

Knowledge



Outcome 4

Understand the principles and practices of managing learning and development in groups

You can:	Portfolio reference / Assessor initials*
a. Analyse the characteristics of group environments that foster learning and development	
b. Evaluate strategies to manage group behaviour and dynamics	
c. Evaluate management techniques which facilitate the delivery of learning and development in groups	
d. Analyse ways to involve learners in the management of their own learning and development in groups	
e. Analyse risks to be considered when managing learning and development in groups	
f. Explain how to manage barriers to individual learning in groups	

**Assessor initials to be inserted if orally questioned.*

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Be able to manage group learning and development environments

Facilitating communication, collaboration and group learning: Transactional analysis (dynamics of interpersonal communication), group formation theory (e.g. forming, storming, norming, performing), role allocation in groups (e.g. team roles – company worker, chairperson, resource investigator, monitor, evaluator, team worker, completer, finisher), learning contracts and codes of conduct, differences between teams and groups, controlling the learning situation, directing the learning of students, coping with individual student differences, inclusion, differentiation.

Using motivational methods to engage the group and its individual members: Motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), learning preferences, different methods of learning and teaching (e.g. role play, discussion, games, supported, flexible or independent study, learner centered learning), institutional, social, cultural and personal factors affecting motivation, learner's responsibility for own learning, barriers to learning, coping strategies, appropriate support methods, stimulating independent learning, written, verbal and non-verbal communication skills.

Consulting with group members to adapt environments to improve learning outcomes: Teaching and learning preferences, written, verbal and non-verbal communication skills, negotiation skills, SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), reviewing progress, obtaining feedback from a range of suitable sources (e.g. self, learners, peer/tutor observation).

Managing the risks associated with group learning and development: The concept of the safe learner, including identification of hazards, risks and controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), data protection, organisational policies and practice (e.g. equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), equality legislation, impact of legislation on own practice.



Outcome 2: Be able to apply methodologies to manage learning and development in groups

Involving learners in agreeing group objectives: Written, verbal and non-verbal communication, negotiation skills, SMART objectives (Specific, Measurable, Achievable, Timely), motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), understanding the balance between group needs and task requirements.

Adapting and implementing delivery methods to meet objectives: Learning preferences, different assessment (e.g. observation, oral questioning, written questions, project based assignments), different methods of learning and teaching (e.g. demonstration, presentation, role play, games, discussion, problem solving, assignments), reviews, use of feedback from a range of appropriate sources (e.g. self, learners, peer/tutor observations, work based assessors).

Manage group learning strategies and delivery method to reflect changing requirements: Classroom management, reviews, use of feedback from a range of appropriate sources (e.g. learners, managers, peer/tutor observation, work based assessors), role allocation in groups, learning contracts and codes of conduct, controlling the learning situation, directing the learning of students, coping with individual student differences.

Outcome 3: Be able to manage learning and development in groups to comply with legal and organisational requirements

Supporting learners' rights in relation to equality, diversity and inclusion: Organisational policies and practice (e.g. equality and diversity, bullying, harassment, complaints and appeals policies), equality inclusive language, avoiding stereotyping, prejudice and discrimination, differentiation, impact of legislation on own practice.

Minimising risk to safety, health, wellbeing and security of learners: The concept of the safe learner, including identification of hazards, risks and controls, identification of own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording emergency procedures currently in place, identification of applicable work procedures, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), impact of legislation on own practice (e.g. duty of care).

Managing confidentiality: Data protection legislation, freedom of information, types of records generated (e.g. application form enrolment form, ILP (individual learning plan), assessment plans, reviews/ tutorials, feedback reports, tracking sheets, registers), organisational requirements for monitoring and auditable purposes, awarding organisation requirements, maintaining records in accordance with organisational procedure.



Outcome 4: Understand the principles and practices of managing learning and development in groups

Characteristics of group environments: Learning preferences, group formation theory (e.g. forming, storming, norming, performing), motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), role allocation in groups (e.g. team roles – company worker, chairperson, resource investigator, monitor, evaluator, team worker, completer, finisher), classroom management, the learning organisation.

Strategies to manage group behaviour: Behaviour management, group formation theory (e.g. forming, storming, norming, performing), role allocation in groups (e.g. team roles), legislation, organisational policies and procedures, negotiation skills, empowerment, establishing boundaries, management styles (e.g. laissez-faire, democratic, autocratic), motivation theory (e.g. Maslow, McGregor), learning contracts, codes of conduct, group size, planning to proceed, reviews, mechanisms for groups to deal with unco-operative members.

Evaluating management techniques: Self reflective practice, models of evaluation (e.g. Kirkpatrick), obtaining feedback from a range of appropriate sources (e.g. self, learners, peer/tutor observations), management styles (e.g. laissez-faire, democratic, autocratic), identifying assessment outcomes as basis for improvement/target setting.

Analysing ways to involve learners in management of own learning and development: Motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), lesson planning, learning preferences, group dynamics, different teaching and learning methods (e.g. role play, problem solving, supported, flexible or independent study, learner centered learning, discussion, games, assignments), ILPs (individual learning plans), code of conduct, role allocation in groups (e.g. team roles), self reflective practice.

Analysing risks to be considered: The concept of the safe learner, including identification of hazards, risks and controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), data protection, organisational policies and practice (e.g. equality and diversity, bullying, harassment, complaints, appeals and personal safety policies) equality legislation.

Managing barriers to individual learning in groups: Institutional, social, cultural and personal barriers, organisational provision to support learning, identifying key staff members' responsibility for co-ordination of support, external provision to support learners, range of referral agencies available, liaison with key support agencies, signposting, information, advice and guidance (IAG), negotiation skills.

Notes

Use this area for making notes and drawing diagrams

