

Section 1:

Qualification Overview

Qualification Overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 3 Award in Preparing to Teach in the Lifelong Learning Sector.

All information contained in this specification is correct at the time of publishing.

About this qualification

The NCFE Level 3 Award in Preparing to Teach in the Lifelong Learning Sector has been accredited by the qualifications regulators for England, Wales and Northern Ireland¹, and is part of the Qualifications and Credit Framework (QCF).

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

¹The qualifications regulators ('regulators') are Ofqual in England, DCELLS in Wales and CCEA in Northern Ireland.

Geographical coverage

This qualification has been accredited for use in England, Wales, and Northern Ireland. We're able to provide the Qualification Specification and assessment materials in Welsh and/or Irish where requested and appropriate.

Things you need to know

- Qualification accreditation number: 600/2780/0
- Aim reference: 60027800
- Guided learning hours (GLH): 48-61
- QCF level 3
- Qualification credit value: 12
- Assessment requirement: internally assessed and externally moderated portfolio

Aims of the qualification

The NCFE Level 3 Award in Preparing to Teach in the Lifelong Learning Sector is an introductory teaching qualification. It will prepare learners for teaching in a wide range of contexts and does not require learners to be teaching.

This qualification is also available at Level 4. The purpose and content of both of the qualifications is the same. Candidates should choose the level of study appropriate for themselves. This may be influenced by their plans for progression to other teaching qualifications.

The qualification has been developed to meet a requirement of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time. Achieving a qualification will provide sufficient evidence that an individual has acquired the necessary skills and knowledge to enable them to teach beyond an initial year in the FE sector.

Entry guidance

This qualification is appropriate for learners aged 19+.

Teaching practice hours

Please see the LSIS Awarding Organisation Guidance document on the NCFE website for teaching practice requirements.

Centres are responsible for ensuring that the chosen qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on the qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding levels.

Achieving this qualification

NCFE Level 3 Award in Preparing to Teach in the Lifelong Learning Sector:

To be awarded this qualification, learners must achieve a

minimum of 12 credits. 3 credits must be from the mandatory unit, 6 credits from Group 2 and 3 credits from Group 3.

Group 1

Roles, responsibilities and relationships in lifelong learning (M/503/1229) (Level 3)

Optional units

Group 2

Understanding inclusive learning and teaching in lifelong learning (T/503/1233) (Level 3)

Using inclusive learning and teaching approaches in lifelong learning (Y/503/1242) (Level 3)

Facilitate learning and development in groups (F/502/9548) (Level 3)

Facilitate learning and development for individuals (J/502/9549) (Level 3)

Group 3

Understanding the principles and practices of assessment (D/601/5313) (Level 3)

Principles of assessment in lifelong learning (Y/503/1239) (Level 3)

Learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the chosen units as detailed in this Qualification Specification. Grades are not awarded.

The learning outcomes and assessment criteria for each unit are provided in Section 2 page 12.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve the full certificate but who have achieved at least one whole unit.

For further details please see the documents section of NCFE's website www.ncfe.org.uk.

Progression opportunities

The Level 3 Award in Preparing to Teach in the Lifelong Learning Sector aims to provide progression to:

- NCFE Certificates in Teaching in the Lifelong Learning Sector or
- Diplomas in Teaching in the Lifelong Learning Sector.

Credit accumulation and transfer

Credit transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>) for information about the units in this qualification.

Exemption

Exemption allows learners to use evidence of certificated, non-QCF achievement deemed to be of equivalent value against the requirements of a qualification. There are no exemptions currently identified for this qualification.

Equivalent units

This qualification has no equivalent units identified.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is where a learner has previously learnt something but hasn't received formal recognition for this learning through a qualification or other form of certification. Within the QCF a learner is able to 'claim' that they know or can do something already and don't need to attend a course to learn it again. The learner will need to prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement. For more information on the process to follow to claim RPL, contact our Quality Assurance team.

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of the qualification. Where RPL is to be used extensively (for a whole unit or more) advice must be given by a qualified RPL Advisor.

Qualification dates

Qualifications on the QCF have review dates, operational dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date shows on the qualification finder section of our website.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date (see below).

We'll post information relating to changes or extensions to qualifications on our website (www.ncfe.org.uk), and centres approved to offer the qualification will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess this qualification.

Deliverers

To deliver this qualification, NCFE expects centre staff and observers to hold a recognised teaching qualification eg Certificate/Post-graduate Certificate in Education or Certificate

in FE Teaching, or be working towards this with at least one member of the team being fully qualified and supporting those who are not yet fully qualified. A Learning and Development NVQ Level 4 is also acceptable. Staff should also have current or recent teaching or work experience in the relevant sector. Work experience should be relevant to the subject area and within the previous 3 years.

Assessors

The following unit assesses occupational competence and requires candidates to be assessed in a work environment. Practice assessed should be in the appropriate context - either with groups of learners or with individual learners.

- Facilitate learning and development for individuals J/502/9549
- Facilitate learning and development in groups F/502/9548

There are additional requirements for those who assess this unit. They must:

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess candidate performance using a range of methods, or
 - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
 - show current evidence of continuing professional development in assessment and learning and development.

The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other

equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators to ensure that qualifications are delivered effectively. NCFE cannot be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

The delivery and assessment team for this qualification should be made up of personnel who, between them, have a combination of the relevant qualifications, work experience and where appropriate, professional membership.

It is the responsibility of the programme co-ordinator to ensure that all staff, particularly new staff, have access to appropriate training and development opportunities to enable them to effectively deliver this qualification.

Internal Moderators

Individuals should currently be assessing, moderating or verifying in that sector, and should hold membership of professional sector-specific bodies or institutes.

Resource requirements

It's expected that resources needed to support delivery and assessment should normally be of industry standard.

NCFE expects learners to have access to appropriate IT and research facilities, including relevant trade publications and educational journals. Centres will also need to have appropriately resourced teaching rooms and facilities.

It remains possible to achieve the Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualification without evidencing practice except for a micro teaching element.

However, if units from the learning and development suite are chosen as part of the programme, there are associated

practice and assessment requirements that must be met. These are detailed for you in the LSIS Awarding Organisation Guidance document, which can be found on the qualification finder section of our website www.ncfe.org.uk/QualificationFinder.aspx.

Support for learners

Learner Evidence Tracking Log (LETL)

This gives information about the qualification and can help learners keep track of their work. LETLs can be downloaded free of charge from our website (www.ncfe.org.uk). You don't have to use the LETL - you can devise your own evidence tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criteria and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement, for each unit.

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website (www.ncfe.org.uk) or can be requested from the Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Directory of Products and Services

This provides summary information about all of NCFE's qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Qualifications and Awards with Simulation and Assessment in a Realistic Work Environment (RWE)

This provides guidance for centres where a qualification allows simulation and/or assessment in a realistic work environment.

Useful websites

Tutors may find the following website helpful for materials and resources to assist with the delivery of qualifications:

<http://www.ncfe.org.uk/Home/AllDocuments.aspx>.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Basic Skills and Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- Literacy/English skills
- Numeracy/Mathematics skills
- Information and Communication Technology skills.

The activities learners carry out while completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

Section 4 (page 44) shows how the units of these qualifications relate to the skills above.

If a learner wishes to gain a Basic Skills or Functional Skills qualification, they must successfully pass the relevant Basic Skills or Functional Skills assessment.

This qualification has also been mapped to the Wider Key Skills and Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed by the Qualification and Curriculum Development Agency (QCDA) over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4 (page 44).

The qualification has been developed to meet the relevant requirements of the Further Education Teachers' Qualifications (England) Regulations 2007 and related contractual requirements introduced by the funding agency at the same time.

Further information on the standards used in this qualification can be found on the Learning and Skills Improvement Service (LSIS) website at (www.lsis.org.uk).

Section 2:

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The NCFE Level 3 Award in Preparing to Teach in the Lifelong Learning Sector is internally assessed.

Each candidate is required to create a portfolio of evidence which demonstrates achievement of all learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve and are included within Section 3 of this Qualification Specification.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational check-lists and related action plans
- Witness testimony
- Candidate's product of work
- Worksheets
- Assignments/projects/reports
- Professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of Prior Learning (RPL).

It remains possible to achieve PTLLS without evidencing practice except for a micro teaching element.

However, if units from the learning and development suite are chosen as part of the programme, there are associated practice and assessment requirements that must be met.

These are detailed for you in the LSIS Awarding Organisation Guidance document which is available from the Qualification Finder section of our website,

www.ncfe.org.uk/QualificationFinder.aspx.

You will also find a variety of Assessment and Moderation pro-formas here (click on the left hand menu)

<http://www.ncfe.org.uk/Home/AllDocuments.aspx>.

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid, reliable and maintain the integrity of the assessment and of the standards required of the qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed prior to deciding whether candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

How does moderation work?

What is moderation?

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this by:

- internal moderation - which you carry out
- external moderation - which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the

Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

Section 3:

Structure and Content

Structure and Content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- the unit title
- the unit overview
- guided learning hours
- credit value
- level.

To find out whether units are mandatory or optional please see page 3.

Following the unit summary there's detailed information for each unit containing:

- the unit number and title
- learning outcomes (the learner will) and assessment criteria (the learner can)
- suggested types of evidence for internal assessment.

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document.

For further information or guidance about the qualification please contact our Research and Product Development team on 0191 239 8000.

Unit Summaries

Unit 01

Roles, responsibilities and relationships in lifelong learning (regulators' unit reference no. M/503/1229)

Guided learning hours: 12

Credit value: 3

Level: 3

This unit is **mandatory**

Unit 02

Understanding inclusive learning and teaching in lifelong learning (regulators' unit reference no. T/503/1233)

Guided learning hours: 12

Credit value: 3

Level: 3

This unit is **optional**

Unit 03

Using inclusive learning and teaching approaches in lifelong learning (regulators' unit reference no. Y/503/1242)

Guided learning hours: 12

Credit value: 3

Level: 3

This unit is **optional**

Unit 04

Facilitate learning and development in groups (regulators' unit reference no. F/502/9548)

Guided learning hours: 25

Credit value: 6

Level: 3

This unit is **optional**

Unit 05

Facilitate learning and development for individuals (regulators' unit reference no. J/502/9549)

Guided learning hours: 25

Credit value: 6

Level: 3

This unit is **optional**

Unit 06

Understanding the principles and practices of assessment (regulators' unit reference no. D/601/5313)

Guided learning hours: 24

Credit value: 3

Level: 3

This unit is **optional**

Unit 07

Principles of assessment in lifelong learning (regulators' unit reference no. Y/503/1239)

Guided learning hours: 12

Credit value: 3

Level: 3

This unit is **optional**

Unit 01 Roles, responsibilities and relationships in lifelong learning (M/503/1229)

The learner will:

1 Understand own role and responsibilities in lifelong learning

The learner can:

1.1 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities

1.2 Explain own responsibilities for promoting equality and valuing diversity

1.3 Explain own role and responsibilities in lifelong learning

1.4 Explain own role and responsibilities in identifying and meeting the needs of learners

The learner will:

2 Understand the relationships between Teachers and other professionals in lifelong learning

The learner can:

2.1 Explain the boundaries between the teaching role and other professional roles

2.2 Describe points of referral to meet the needs of learners

2.3 Summarise own responsibilities in relation to other professionals

The learner will:

3 Understand own responsibility for maintaining a safe and supportive learning environment

The learner can:

3.1 Explain own responsibilities in maintaining a safe and supportive learning environment

3.2 Explain ways to promote appropriate behaviour and respect for others

Assessment Guidance – Unit 01

Candidate Report **Type of evidence:** reflective journal/report/work product

Assessment criteria: 1.1 - 1.4; 2.1 - 2.3; 3.1, 3.2.

Additional information: Candidates could provide evidence of their job description; produce a role profile for the job based on the Professional Standards that have the closest responsibility with the teaching role concerned; a detailed explanation within a report; a reflective account including previous and current experiences and how these might develop their role profile.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 02 Understanding inclusive learning and teaching in lifelong learning (T/503/1233)

The learner will:

1 Understand learning and teaching strategies in lifelong learning

The learner can:

1.1 Summarise learning and teaching strategies used in own specialism

1.2 Explain how approaches to learning and teaching in own specialism meet the needs of learners

1.3 Describe aspects of inclusive learning

The learner will:

2 Understand how to create inclusive learning and teaching in lifelong learning

The learner can:

2.1 Explain how to select inclusive learning and teaching techniques

2.2 Explain how to select resources that meet the needs of learners

2.3 Explain how to create assessment opportunities that meet the needs of learners

2.4 Explain how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills

The learner will:

3 Understand ways to create a motivating learning environment

The learner can:

3.1 Explain ways to engage and motivate learners in an inclusive learning environment

3.2 Summarise ways to establish ground rules with learners to promote respect for others

3.3 Explain ways to give constructive feedback that motivates learners

Assessment Guidance - Unit 02

Type of Evidence: candidate report, reflective journal

Assessment criteria: 1.1 - 1.3; 2.1 - 2.4; 3.1 - 3.3.

Additional information: Candidates could provide evidence that they have summarised and explained how they will use teaching and learning strategies in their own area and how those approaches will meet the needs of their learners. They should also explain how to select the right inclusive learning techniques and resources that will help to provide assessment opportunities, as well as the wider opportunities for learners to practice Key and Functional Skills.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 03 Using inclusive learning and teaching approaches in lifelong learning (Y/503/1242)

The learner will:

1 Be able to plan inclusive learning and teaching sessions

The learner can:

- 1.1 Plan a session for learning and teaching that meets the needs of learners
 - 1.2 Justify the selection of approaches to meet the needs of learners
 - 1.3 Plan assessment methods to meet the needs of learners
-

The learner will:

2 Be able to deliver inclusive learning and teaching sessions

The learner can:

- 2.1 Apply learning and teaching approaches to meet the needs of learners
 - 2.2 Use resources to meet the needs of learners
 - 2.3 Communicate with learners to meet their needs and aid their understanding
 - 2.4 Provide constructive feedback to learners
-

The learner will:

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

The learner can:

- 3.1 Reflect on own approaches to delivering inclusive learning and teaching
 - 3.2 Identify areas for improvement in own practice
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Assessment Guidance - Unit 03

Candidate report

Type of evidence: candidate report, reflective journal, session plan, microteach session.

Assessment criteria: 1.1 - 1.3; 2.1 - 2.4, 3.1, 3.2.

The learning outcomes need to be assessed through the delivery of a micro-teaching session or equivalent practice.

Additional information: The candidate will deliver the session and demonstrate how they apply learning and teaching approaches as well as the use of appropriate resources. During the session candidates will be observed and assessed on their ability to teach, including the way in which they communicate in a way that meets the needs and aids the understanding of their learners, as well as the way in which they provide feedback to their learners.

Candidates should be involved in at least one hour of microteaching. Each candidate must deliver at least one 15 minute microteaching session. The remainder of the session (45 minutes) can be used by the candidate either delivering additional microteaching sessions or observing and assessing the microteaching sessions of other learners.

Following the session the candidate will evaluate their teaching and identify how they could improve their teaching practice.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 04 Facilitate learning and development in groups (F/502/9548)

The learner will:

1 Understand principles and practices of learning and development in groups

The learner can:

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

The learner will:

2 Be able to facilitate learning and development in groups

The learner can:

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

The learner will:

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

The learner can:

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- 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
-

The learner will:

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

The learner can:

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- 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
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Assessment Guidance - Unit 04

Candidate Report **Type of evidence:** candidate report, reflective journal, session plan, microteach session

Assessment criteria: 1.1-1.7, 2.1-2.3, 3.1, 3.2, 4.1-4.3

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.

Additional information: candidates need to provide evidence that they have a good understanding of the principles and practices of facilitating learning and development in groups.

Candidates will also need to provide an explanation of the ways to involve learners in the management of their own learning and development, as well as an explanation of the risks which need to be considered when facilitating learning and development.

The candidate will also need to consider and explain how to overcome barriers to learning.

The candidate will also show the ability to:

- assist learners in agreeing the group learning and development objectives
- assist learners in their decision making about future learning needs.

During this process the candidate will need to show the ability to comply with both legal and organisational requirements by:

- supporting learners' rights in relation to equality, diversity and inclusion
- minimising risks to safety, health, well-being and security.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal

assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 05 Facilitate learning and development for individuals (J/502/9549)

The learner will:

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

The learner can:

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

The learner will:

2 Be able to facilitate one to one learning and development

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

4.1 Explain benefits of self evaluation to individuals

4.2 Review individual responses to one to one learning and/or development

4.3 Assist individual learners to identify their future learning and/or development needs

Assessment Guidance - Unit 05

Candidate Report **Type of evidence:** candidate report, reflective journal, risk assessment, learning and development records

Assessment criteria: 1.1 - 1.7; 2.1- 2.3; 3.1, 3.2; 4.1- 4.3

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.

Additional information: Candidates need to provide evidence that they have a good understanding of the principles and practices of facilitating one to one learning and developing in groups.

Candidates will also need to provide an explanation of the ways to involve learners in the management of their own learning and development, as well as an explanation of the risks which need to be considered when facilitating learning and development.

The candidate will also need to consider and explain how to overcome barriers to learning.

The candidate will also show the ability to:

- assist learners in agreeing their learning and development objectives
- assist learners in their decision making about future learning needs.

During this process the candidate will need to show the ability to comply with both legal and organisational requirements by:

- supporting learners' rights in relation to equality, diversity and inclusion
- minimising risks to safety, health, wellbeing and security.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can

be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 06 Understanding the principles and practices of assessment (D/601/5313)

The learner will:

1 Understand the principles and requirements of assessment

The learner can:

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

The learner will:

2 Understand different types of assessment method

The learner can:

2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners

The learner will:

3 Understand how to plan assessment

The learner can:

3.1 Summarise key factors to consider when planning assessment

3.2 Evaluate the benefits of using an holistic approach to assessment

3.3 Explain how to plan an 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

The learner will:

4 Understand how to involve learners and others in assessment

The learner can:

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 of learning

4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners

The learner will:

5 Understand how to make assessment decisions

The learner can:

5.1 Explain how to judge whether evidence is:

- sufficient
- authentic
- current.

5.2 Explain how to ensure that assessment decisions are:

- made against specified criteria
- valid
- reliable
- fair.

The learner will:

6 Understand quality assurance of the assessment process

The learner can:

- 6.1 Evaluate the importance of quality assurance in the assessment process
- 6.2 Summarise quality assurance and standardisation procedures in own area of practice
- 6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice

The learner will:

- 7 Understand how to manage information relating to assessment

The learner can:

- 7.1 Explain the importance of following procedures for the management of information relating to assessment
- 7.2 Explain how feedback and questioning contribute to the assessment process

The learner will:

- 8 Understand the legal and good practice requirements in relation to assessment

The learner can:

- 8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
- 8.2 Explain the contribution that technology can make to the assessment process
- 8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
- 8.4 Explain the value of reflective practice and continuing professional development in the assessment process

Assessment Guidance - Unit 06

Candidate report

Type of evidence: candidate report, reflective journal

Assessment criteria: 1.1-1.4, 2.1, 3.1-3.5, 4.1-4.4, 5.1, 5.2, 6.1-6.3, 7.1, 7.2, 8.1-8.4

Additional information: Candidates needs to show a good understanding of:

- the principles and requirements of assessment
- different types of assessment methods
- planning for assessment
- involving learners in assessment
- making assessment decisions
- the quality process
- managing information
- legal and good practice requirement in relation to assessment.

The candidate will be required to provide evidence by explaining the function, key concepts and principles of assessment as well as the responsibilities, and the regulations and requirements relevant to the Assessor.

A comparison showing the strengths and limitations of a range of assessment methods, referencing these to the needs of individuals is also required.

The candidate will need to show that they know how to plan for assessment, summarising the key factors, evaluating the benefits of using an holistic approach as well as how to plan for holistic assessment and also summarising the types of risks that may be involved in assessment within own area of responsibility.

Involving learners and others is key to the whole process of assessment and the candidate will need to explain the importance of this factor as well as provide a summary of the type of information which should be made available, how peer and self-assessment can be used effectively and how

assessment arrangements can be adapted to meet the needs of individual learners.

A clear explanation of the way in which the candidate will make assessment decisions and judge whether the evidence provided by learners is sufficient, authentic and current is crucial to the process, as is the way in which the learners decisions are made against specified criteria, valid, reliable and fair.

The candidate will be required to evaluate the importance of quality assurance within the assessment process as well as summarising quality and standardisation procedures.

The importance of following procedures relating to the management of information and explaining how feedback and questioning provide a valuable contribution to the assessment process will need to be explained as well as the legal issues, policies and procedures, including those relating to confidentiality, health, safety and welfare.

Technology can make a very valuable contribution to the assessment process so this should be explained.

Candidates will also be required to evaluate requirements for equality and diversity and where appropriate, bilingualism.

Finally, candidates will need to explain the value of reflective practice and continuing professional development in the assessment process.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 07 Principles of assessment in lifelong learning (Y/503/1239)

The learner will:

1 Understand types and methods of assessment used in lifelong learning

The learner can:

1.1 Explain the types of assessment used in lifelong learning

1.2 Explain the use of methods of assessment in lifelong learning

1.3 Compare the strengths and limitations of assessment methods to meet individual learner needs

The learner will:

2 Understand ways to involve learners in the assessment process

The learner can:

2.1 Explain ways to involve the learner in the assessment process

2.2 Explain the role of peer and self-assessment in the assessment process

The learner will:

3 Understand requirements for keeping records of assessment in lifelong learning

The learner can:

3.1 Explain the need for keeping records of assessment of learning

3.2 Summarise the requirements for keeping records of assessment in an organisation

Assessment Guidance - Unit 07

Candidate report	<p>Type of evidence: candidate report, reflective journal</p> <p>Assessment criteria: 1.1-1.3, 2.1, 2.2, 3.1, 3.2.</p> <p>Additional information: Candidates need to explain the different types of assessment and how the different methods can be used in lifelong learning, as well as provide a comparison of the strengths and limitation of assessment methods to meet individual learners' needs.</p> <p>The candidate will also need to explain how to involve the learner in the assessment process and the role of peer and self-assessment in the assessment process.</p> <p>Candidates will also be required to explain the need for, and to summarise the requirement for keeping assessment records in an organisation.</p>
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The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4:

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Basic Skills/Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

We've also highlighted which of the Wider Key Skills and Personal Learning and Thinking Skills (PLTS) link into the units of the qualifications.

The mapping is only at the level of the unit.

For further information please contact a member of the Research and Product Development team.

Literacy/English	Opportunities exist throughout this qualification.
Numeracy/ Mathematics	Opportunities exist throughout this qualification.
ICT	Opportunities exist throughout this qualification.
Working With Others	Opportunities exist throughout this qualification.
Improving own Learning and Performance	Opportunities exist throughout this qualification.
Problem solving	There are no explicit opportunities in this qualification.
PLTS Independent enquirers	There are no explicit opportunities in this qualification.
PLTS Creative	There are no explicit opportunities in this qualification.

thinkers

PLTS Reflective learners

Opportunities exist throughout this qualification.

PLTS Team workers

There are no explicit opportunities in this qualification.

PLTS Self-managers

Opportunities exist throughout this qualification.

PLTS Effective participators

There are no explicit opportunities in this qualification.
