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Tutor: Faye Harding

Tutor number: 31492

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quality, value, service & integrity

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3

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Highfield Place,
Shaw Wood Business Park,
Shaw Wood Way, Wheatley Hills,
Doncaster, DN2 5TB UK
Tel: 0845 2260350 Tel: 01302 363277

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Ground rules

- **Fire escapes**
- **Toilets**
- **Smoking**
- **Drinks**
- **Breaks**
- **Lunch**
- **Questions**
- **Talking over others**
- **Respect others' points of view**
- **Timekeeping**

As a courtesy to others please set your mobile phone to SILENT MODE.

Highfield PowerPoint presentations

KEY

Class Question	Individual Exercise	Key Point KEY POINT
Law	Group Exercise	Class Exercise
Definition	Handouts	Next Slide NEXT

4 NEXT

Structure of the Qualification

Level 3

Group A (Mandatory)

- Roles, responsibilities and relationships in education and training (3 credits)

Group B

- Understanding and using inclusive learning and teaching approaches in education and training (6 credits)
- Facilitating learning and development for individuals (6 credit Learning and Development Unit)
- Facilitating learning and development in groups (6 credit Learning and Development Unit).

Group C

- Understanding assessment in education and training (3 credits)
- Understanding the principles and practices of assessment (3 credit Learning and Development Unit).

5 NEXT

Module guide

1. Understanding Roles, Responsibilities and Relationships in Education and Training
2. Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training
3. Understanding Assessment in Education and Training.

('Non learning' and development units)

6 NEXT

Assessment

The course is assessed through the completion of a learner portfolio, the portfolio may/will comprise of:

- Written assignments/tasks
- Produced session plan(s)
- Produced training materials and activities
- Teacher feedback
- Peer feedback
- Self evaluation.

Plus any other forms of evidence that meets the required learning outcomes and assessment criteria of the award.

Getting to know you – icebreaker

- Your name
- Who do you work for?
- What age group/type of learner do you intend to teach?
- What do you hope to gain from this course?
- If you had to describe yourself as a road sign what would it be?

Understanding Roles, Responsibilities and Relationships in Education and Training

1

LO 1

Understand the teaching role and responsibilities in education and training

NEXT

Session aim and learning outcomes

Aim

To introduce and discuss the teaching role and responsibilities in education and training

Learning outcomes

Upon completion of the session learners will be able to:

- 1.1 Explain the teaching role and responsibilities in education and training
- 1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
- 1.3 Explain ways to promote equality and value diversity
- 1.4 Explain why it is important to identify and meet individual learning needs.

NEXT

Teaching role and responsibilities

AC 1.1

The teaching role may include:

- Imparting knowledge and experience
- Developing practical skills
- Inspiring and assisting learners to achieve their personal learning goals.

Responsibilities will/may include:

- Taking responsibility for the health, safety and welfare of learners
- Providing a safe learning environment (moral and physical welfare)
- Adhering to current professional Standards
- Acting as a role model to learners
- Ensuring that you remain technically competent within your specialist area.

NEXT

Key task 1

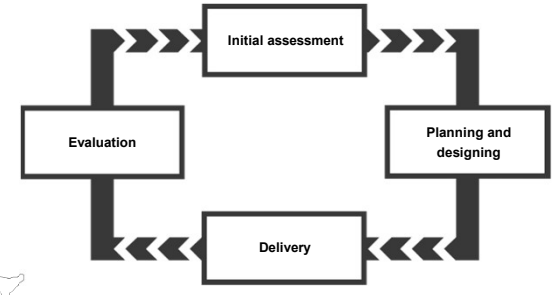
Complete key task 1;
this is an individual exercise

NEXT

What is the teaching cycle?

NEXT

The teaching cycle



NEXT

1 Initial assessment

Conducting an initial assessment serves 2 purposes, it:

- Allows the teacher to gather information
- Gives a starting point to plan the course

The initial assessment allows the teacher to obtain information about the prospective learner such as:

- Previously attended courses
- Depth of knowledge
- Experiences
- Perceptions
- Level of ability
- Specific requirements.

NEXT

Key task 2

Complete key task 2

NEXT

2 Planning and designing

Prior to writing anything down on paper, or indeed planning anything at all, you need to decide two things – the aim and the learning outcomes.

Aim – General statement of intent

Learning Outcome(s) – what the learner is expected to know on completion of the course

KEY POINT

Without deciding the aim and learning outcomes, the course will be inadequately planned and result in learners not receiving the standard of teaching required.

NEXT

The learning environment

The learning environment is an important part of ensuring a successful session. Further areas that need to be considered are listed below:

- **Is there suitable access for all learners?**
- **Are there suitable and sufficient chairs and tables?**
- **Will all learners' views be unobstructed?**
- **Are there sufficient electrical sockets for the equipment to be used**
- **Are there clean, suitable and sufficient toilet facilities?**
- **Are there adequate refreshment facilities?**

Seating arrangements

There are different seating arrangements available to the teacher each with positive and negative points. Examples of these are as follows:

THEATRE STYLE	TRADITIONAL / EXAMINATION	VEGAS GROUPING	U - SHAPE	CHEVRON

PRACTICAL DEMO	CLOSED CIRCLE	OPEN CIRCLE	BOARDROOM

Further considerations

Decide on the resources to be used

How is inclusion to be catered for? i.e. meeting the learning needs of all your learners

How can opportunities be provided for learners to develop their English, mathematics, ICT and wider skills?

What assessment and methods of assessment are going to be incorporated?

3 Delivery

- When delivering the session, it is imperative that you establish and maintain a rapport with the learners
- The pace and pitch will need to be considered
- Catering for inclusion is very important.

22 NEXT

Icebreakers

An icebreaker is a short task or activity that is designed to assist in:

- Creating a positive atmosphere
- Breaking down social barriers
- Giving learners an insight into each other
- Easing learners into the learning frame of mind
- Giving the teacher an insight into the direction that the course or session may take.

23 NEXT

Energisers

Energisers are similar to icebreaker although they are used in a slightly different context:

- They are used to energise and motivate
- Usually short tasks or activities that cater for maximum inclusion
- Incorporated when the group shows signs of tiredness/boredom
- Commonly employed after lunch (graveyard shift).

24 NEXT

Group composition and work

A good way to promote inclusion, recognise different learning styles and motivate learners is to incorporate a certain amount of group work into the session

This allows learners to share their life experiences and knowledge

The majority of people like to be part of a group and take an active part in it

NEXT

Personalities within the group

When groups are formed it is important to monitor and control the way in which the group is working together, things to be aware of:

- Emergence of a natural group leader
- Learners who do not feel confident or competent
- Formative assessment or modular assessment must be conducted throughout
- Summative assessment.

NEXT

4 The recorded evaluation

Evaluation should be conducted by both the learner(s) and the teacher; the evaluation should cover the following areas:

- administration, before and during the course/session
- the learning environment
- delivery assessments and suitability
- assessment methods
- tutor feedback
- the effectiveness of the teacher
- meeting of aims and learning outcomes
- meeting learner's needs.

NEXT

Continuous assessment, constructive feedback and accurate recording

Effective assessment must be conducted at each and every stage of the teaching cycle

Constructive feedback is vital to the learning process

Records must be accurate and taken throughout the whole course/session.

NEXT

Legislation, regulatory requirements and codes of practice

AC 1.2

Legislative requirements, regulatory requirements and codes of practice must be complied with by both learners and teachers

They help to ensure that an environment conducive to learning is provided.

They assist in reinforcing learners' basic rights.

NEXT

Legislation

There is legislation which applies to both public and private educational establishments, some of the acts that require compliance are as follows:

- The Health and Safety at Work etc. Act 1974
- The Equality Act 2010
- The Data Protection Act 2018
- The General Data Protection Regulation (GDPR) 2016
- The Freedom of Information Act 2000.

NEXT

Regulatory requirements

Awarding organisations (AOs) must continually meet requirements of the regulators;

Qualifications delivered must adhere to AOs guidance.

NEXT

Codes of Practice

There are in essence two types of codes of practice, which are as follows:

1. Approved Codes of Practice
2. Best practice.

NEXT

Key task 3

Complete key task 3

NEXT

What is equality?

AC 1.3

NEXT

Promoting equality

Promoting equality

Responsibility:

- Teachers have a responsibility to openly promote equality and diversity within the classroom in relation to both learners and staff.

How:

- Teachers can assist with this by ensuring that they, and the staff and learners within their area of responsibility, support a commitment to equality of opportunity and diversity.

NEXT

Equality can be promoted by:

- adhering to legislation and codes of practice
- implementing the organisation's equality policy
- regularly consulting with people within your area of responsibility
- making use of specialist expertise in the area of equality
- monitoring and reviewing the company's equality policy
- openly promoting anti-discriminatory practices
- using appropriate communication styles
- demonstrating integrity, fairness and consistency in decision-making.

NEXT

What is diversity?

Diversity is about recognising that people come from different countries, have different cultures and social backgrounds and have different values

- **Diversity needs to be embraced**
- **Diversity has to be taken into consideration when planning a course**
- **Teachers are responsible for openly promoting and catering for diversity**

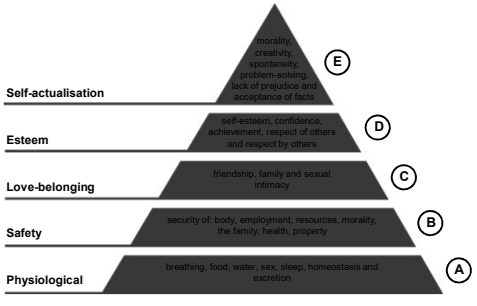
NEXT

Key task 4

Complete key task 4

NEXT

Maslow's Hierarchy of Needs



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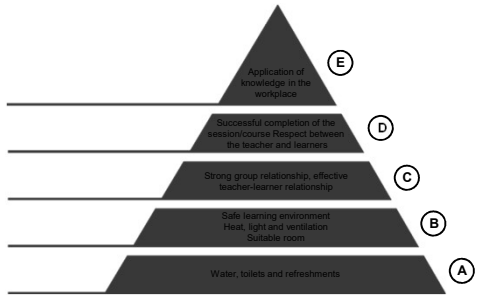
Highfield's Hierarchy of Learning Needs



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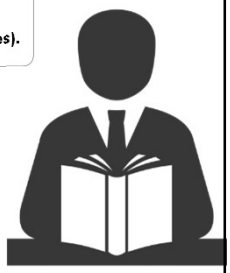
Individual Learning Needs (ILN)

AC 1.4

All learners will have social needs (acceptance, belonging, appreciation and companionship) and intrinsic needs (personal needs, wants and desires).



We all have social needs:

- to take an active part in a group
- to compete with others

We also have intrinsic needs:

- the desire to carry out a task well
- the wish to progress
- the need to satisfy curiosity.

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NEXT

Meeting individual learning needs

- People's needs (through initial assessment)
- Motivational factors
- Style of delivery (resources, group work and assessment methods (meeting learning styles)
- Subject knowledge
- Session plans.

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NEXT

LO 2

Understand ways to maintain a safe and supportive learning environment

NEXT

Session aims and learning outcomes

Aim

To introduce and discuss ways to maintain a safe and supportive learning environment.

Learning outcomes

Upon completion of the session learners will be able to:

- 2.1 Explain ways to maintain a safe and supportive learning environment
- 2.2 Explain why it is important to promote appropriate behaviour and respect for others.

NEXT

Maintaining a safe and supportive learning environment

AC 2.1

- State the ground rules (boundaries) and acceptable standards of behaviour at the beginning of the session
- Ensure that the classroom is safe
- Challenge unacceptable behaviour
- Have policies available

NEXT

Maintaining a safe and supportive learning environment

- Adopt a positive attitude
- Instil and maintain motivation
- Adopt inclusive teaching and learning practices
- Use effective verbal and non-verbal communication
- Have sufficient resources available
- Give learners ownership
- Value contributions
- Set realistic and achievable objectives (SMART)
- Have referral procedures in place.

Promoting appropriate behaviour and respect for others

AC 2.2

As part of the wider teaching role, teachers can assist the learning process by creating a positive learning environment, this can be achieved by:

- Adhering to professional standards
- Mutually agreeing ground rules regarding behaviour and respect for others
- Creating a positive learning environment so learners are enthused about learning
- Being honest, reliable and trustworthy.

All of the above encourage learners to achieve their potential.

LO 3

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

Session aims and learning outcomes

Aim

To introduce and discuss the relationships between teachers and other professionals in education and training

Learning outcomes

Upon completion of the session learners will be able to:

- 3.1 Explain how the teaching role involves working with other professionals
- 3.2 Explain the boundaries between the teaching role and other professional roles
- 3.3 Describe points of referral to meet the individual needs of learners.

How the teaching role involves working with other professionals

AC 3.1

The teaching role will naturally involve working with other professionals. It is therefore important that professional relationships are established and maintained. This can be achieved by:

- Attending departmental meetings
- Attending standardisation meetings
- Meeting with line managers
- Meeting specialist teachers
- Meeting Internal Quality assurance personnel
- Collaborating with agencies and other organisations.

Boundaries between the teaching role and other professional roles

AC 3.2

Boundaries - personal

- Limit of your knowledge
- Acceptable advice
- Constraints imposed
- Adhering to regulatory requirements
- Assessment requirements
- Learners ability

Boundaries - professional

- Knowing the limit of your authority
- Adhering to professional codes of conduct
- Adhering to internal departmental procedures

Points of referral to meet the individual needs of learners

AC 3.3

- Awarding organisations
- Colleges
- Internal quality assurance
- External quality assurance
- Departmental heads
- Support workers
- Managers
- Other teachers
- Funding specialists

NEXT

Key task 5

Complete key task 5

NEXT

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

2

NEXT

LO 1

Understand inclusive teaching and learning approaches in education and training

NEXT

Session aim and learning outcomes

Aim

To introduce inclusive teaching and learning approaches in education and training

Learning outcomes

Upon completion of the session learners will be able to:

- 1.1 Describe features of inclusive teaching and learning;
- 1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs;
- 1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills.

NEXT

Individual Learning Needs (ILN)

'Individual learning need is the basic requirement that a learner must have met before learning can take place'

NEXT

Learning styles

Visual	Auditory	Kinaesthetic

NEXT

Visual

A visual learning style is when students prefer to learn visually

Their learning experience is enhanced by reading books and looking at pictures, diagrams and handouts, and also by watching films or DVD clips

These learners are better at completing a task once they have read the instructions first

NEXT

Auditory

- People who have an auditory learning style prefer to learn through listening to the spoken or recorded word.
- They have a tendency to perform a task better after listening to instructions
- They also tend to be the people who remember the words to songs and the words to spoken lyrics.

NEXT

Kinaesthetic

- People who have a kinaesthetic learning style prefer to learn through a physical experience
- A physical learning experience would equate to touching, feeling and doing, i.e. undergoing practical hands-on work.
- As individuals they tend to jump right in and prefer not to read instructions and would much prefer to try things out for themselves.

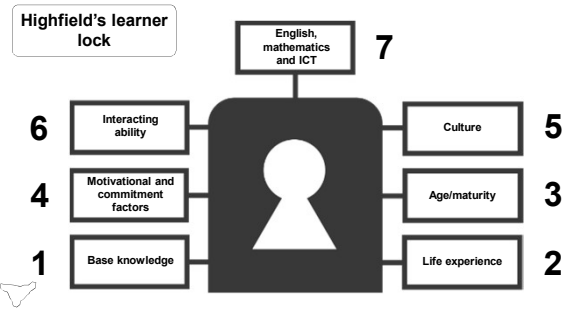
NEXT

Key task 6

Complete key task 6

NEXT

The Highfield Lock and Key Learning Model



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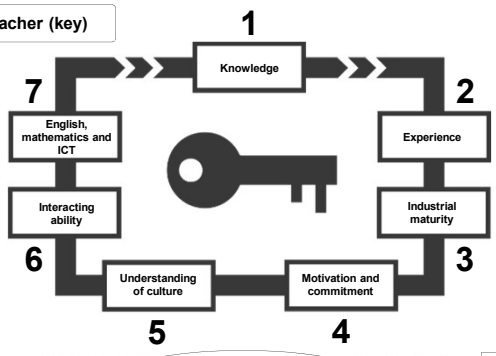
Highfield Lock and Key Learning Model

Teacher (key)



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Group Learning Needs (GLN)

Group learning needs are the basic requirements that a group of individuals have that must be met for learning to take place

NEXT

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Inclusive teaching and learning

AC 1.1

- Establishing ground rules
- Icebreakers
- Interactivity
- Catering for all learning styles
- Being supportive
- All members actively involved in the session
- Providing a safe learning environment
- Challenging inappropriate behaviour.

NEXT

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Teaching and learning approaches

AC 1.2

Teaching and learning approach	Strength	Limitation
Group work	Learning takes place from peers	Quiet or shy learners may become lost in the group
Question and answer session	Provides a quick formative assessment	Time constraints if there is a large group
Icebreakers	Introduces learners	May embarrass learners
Group feedback	All members of the group can learn	Individuals may prefer one-to-one feedback

NEXT

Key task 7

Complete key task 7

NEXT

Providing development opportunities

AC 1.3

All teachers should be able to identify and provide opportunities for learners to practise their literacy, language, numeracy and ICT skills during their learning journey.

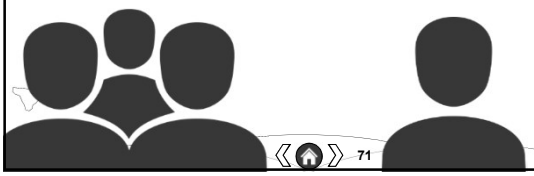
NEXT

Opportunities to develop English, mathematics and ICT

English	Mathematics	ICT
Discussion groups – spoken English	Exercises that incorporate calculations, for example working out the cost of resources	Compiling assignments using Word on a computer
Assignments – written English	Provide a quick formative assessment	Including PowerPoint, media and e-learning as part of the delivery
PowerPoints and handouts – develop English reading skills	Incorporating problem-solving sessions	Build in research via the internet/intranet

Opportunities with wider skills

- **Learning and performance**
- **Problem solving**
- **Working with others.**



LO 2

Understand ways to create an inclusive teaching and learning environment

Session aims and learning outcomes

Aim

To introduce ways to create an inclusive teaching and learning environment

Learning outcomes

Upon completion of the session learners will be able to:

- 2.1 Explain why it is important to create an inclusive teaching and learning environment
- 2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs
- 2.3 Explain ways to engage and motivate learners
- 2.4 Summarise ways to establish ground rules with learners.

NEXT

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Importance of creating an inclusive teaching and learning environment

AC 2.1

- It's conducive to learning
- Learners will feel safe and welcome
- It will produce a cohesive team committed to a common goal
- It encourages diversity
- Learners will actively participate
- Discrimination will be eradicated.

NEXT

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Selecting teaching and learning approaches

AC 2.2

- Collaborative learning
- Discussion groups
- Group work
- Projects
- Assignments
- Scenarios.

NEXT

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Selecting teaching and learning resources

- Facilities
- People
- Materials and equipment.

NEXT

Selecting teaching and learning resources

- Is there suitable access for all learners?
- Are there suitable and sufficient chairs and tables?
- Will all learners' views be unobstructed?
- Are there sufficient electrical sockets for the equipment to be used (learners and teachers)?
- Are there clean, suitable and sufficient toilet facilities?
- Are there adequate refreshment facilities?

NEXT

People

- Referral specialists (learning disabilities, dyslexia, dyspraxia)
- Other teachers
- Subject matter experts
- Centre manager
- Internal quality assurers
- Funding specialists.

NEXT

Selecting teaching and learning resources (materials and equipment)

Visual learners

- PowerPoint
- Books and handouts
- Video.

Auditory learners

- Video
- Verbal delivery
- E-learning.

Kinaesthetic learners

- Physical representations
- Computers
- Flash cards.

Appealing to senses:

- *Sight*
- *Hearing*
- *Taste*
- *Smell*
- *Touch.*

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NEXT

Selecting teaching and learning assessment methods

Visual learners

Often prefer written assessments that have pictorial representations and that also have written instructions that can be read.

Auditory learners

Often prefer verbal question and answer assessments, or group activities and discussion to talk through problems.

Kinaesthetic learners

Often prefer a practical assessment such as demonstrating a new practical skill.

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NEXT

Selecting teaching and learning assessment methods

- Written assignment/essays
- Multiple-choice questions (MCQ)
- Quizzes
- Verbal questions and answer sessions
- Practical assessment
- Self-assessment
- Open book examinations.

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NEXT

Engaging and motivating learners

AC 2.3

- Providing constructive feedback
- Creating a safe and positive environment
- Considering group dynamics
- Establishing ground rules
- Having transparent and clear objectives
- Providing varied learning experiences
- Giving ownership
- Incorporate group work
- Encourage self-reflection
- Using understandable language
- Using intrinsic and extrinsic motivators
- Delivering the course in a positive and professional manner.

Why do we have ground rules?

Establishing ground rules with learners

AC 2.4

- Mutually agreed (between teacher and learner)
- Established as close to the start of the session as possible
- They are a contractual agreement
- Encourage learners to add their own

Examples of ground rules may include:

- All mobile phones must be switched to silent
- Question etiquette
- Smoking
- Health and Safety
- Fire
- Promoting anti-discriminatory practices.

How can ground rules be established?

- Verbally
- Visually on a PowerPoint
- Visually on a flip chart or handout
- By post, forming part of the course instructions

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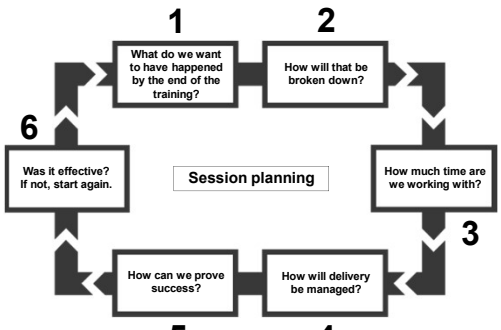
NEXT

Session planning



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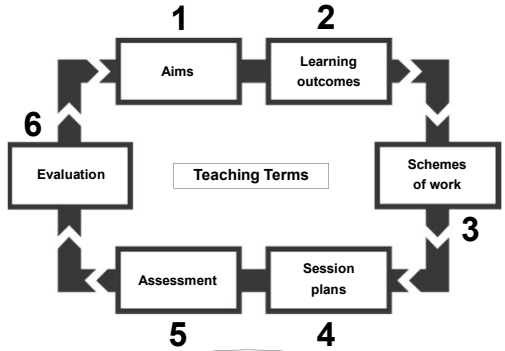
Teaching terms



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NEXT

Aim of the session and Learning Outcomes

1. Aim – general statement of intent
2. Learning Outcome – used to break the session down into its component parts.

NEXT

Learning outcomes must be SMART

S	Specific
M	Measurable
A	Achievable
R	Realistic
T	Time bound

NEXT

SMART Learning outcomes

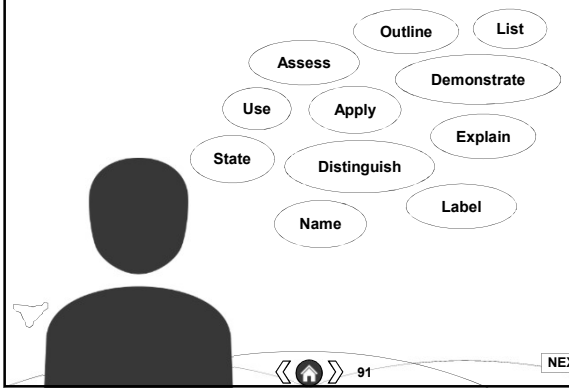
- A short, simple outcome relating to the topic is often best; avoid uniting learning objectives as multiple lists
- Resist using the words 'and understand' in an objective.

KEY POINT

Use action words, which are measurable.

NEXT

SMART Learning outcomes



Key task 8

Complete key task 8

Key task 9

Complete key task 9

3. Scheme of work

- A scheme of work is a document that allows the teacher to plan the overall programme of learning
- Particularly useful when the programme is of a long duration
- Possessing a scheme of work is paramount

NEXT

Key points that verifiers will check for

- That you have planned to cover the programme of study in full
- That the course, session or programme has been planned at the appropriate level for the learners
- That the scheme of work is current

NEXT

The component parts of a scheme of work

- The programme title
- The time that is available for each session
- What topics will be covered
- What resources are required?

NEXT

Example scheme of work

Scheme of Work
Teacher: I Deliver **Date:** 29th Sept 2015 **Location:** Highfield House
Aim of session or course: To complete the theoretical training for the Highfield Level 3 International Award in Delivering Training

Date	Session Title and learning outcome	Required Resources and Activities	Assessment	Remarks
29/09/15	Course Introduction To introduce learners to the course. To teach the learners about the importance of icebreakers and energisers. To allow the learners to gain experience in delivering an icebreaker.	PowerPoint, visual and verbal two-way communication, portfolio and text book. Learners to draw upon personal experiences and witness the teacher delivering an example of an icebreaker.	Q and A assessment. Students to deliver a personal icebreaker.	
29/09/15	To gain practical experience in delivering a microteaching task to their peer group.	Two-way communication. Students to utilise their proffered resources.	Q and A assessment. Assessment question 5.	
29/09/15	To discuss and explain the key elements of current relevant legislation and codes of practice.	PowerPoint presentation. Draw upon the learners' company policies, relevant legislation, awarding organisation criteria and generic requirements.	Q and A assessment. Assessment question 1.	

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4. Session plans (lesson plans)

Session plans typically include the following information:

- **Duration**
- **Aim of the session**
- **Learning outcomes**
- **Timings**
- **Teacher activities**
- **Learner activities**
- **Resources required**
- **How inclusion is catered for**
- **Assessment methods.**

NEXT

Example of a session plan

SESSION PLAN Date: 29 Sept 2015 Learning outcomes: To introduce the learners to the course.

Teacher: A Lecturer
Duration: 1 Hour 30 Minutes
Aim of session: To introduce the learners to the course

By the end of the session learners will be able to:
Explain the importance of icebreakers and energisers
Deliver an ice-breaker

Timing	Teacher activities	Learner activities	Resources required	How inclusion is catered for	Assessment methods
0800	Teacher to set up classroom and complete final checks.	N/A	Education and Training book, PowerPoint presentation 1 - 6.	N/A	N/A
0900	Teacher and learner introductions. Safety briefing and venue layout.	Listening and asking questions.	PowerPoint presentation 1. Education and Training book.	All learners addressed and questions asked to the entire group.	Question and answer
0920	To inform the learners about the sections of the award and required assessments.	Listening, two-way verbal communication.	PowerPoint presentation 1.	Questions theoughout.	Question and answer

NEXT

6. Evaluation

- Administration before and during the session/course
- Delivery methods and suitability
- Assessment
- Feedback
- The effectiveness of the tutor
- Whether the aims and learning outcomes were met
- Whether learners needs were met.

Continuing Professional Development (CPD)

- Any formal courses attended or coursework completed
- Attending CPD events (teacher focused/subject focused)
- Attending conferences
- Formal teaching
- Coaching and mentoring
- Supervising and consultation

SWAIN analysis

S:	Strengths
W:	Weaknesses
A:	Aspirations
I:	Interests
N:	Needs

SWAIN analysis form

Complete the SWAIN analysis form from your handouts

NEXT

Understanding assessment in education and training

3

NEXT

LO 1

Understanding types and methods of assessment used in education and training

NEXT

Session aim and learning outcomes

Aim

To introduce types and methods of assessment used in education and training

Learning outcomes

Upon completion of the session learners will be able to:

- 1.1 Explain the purposes of the types of assessment used in education and training
- 1.2 Describe characteristics of different methods of assessment in education and training
- 1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs
- 1.4 Explain how different assessment methods can be adapted to meet individual learner needs.

Purpose and types of assessment

LO 1.1

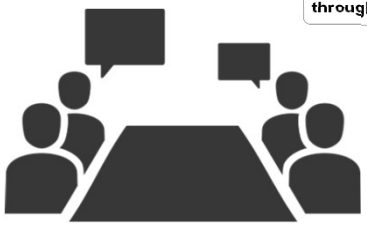
There are three main types of assessment strategies that you can use, these are:

1. Initial assessment
2. Formative assessment
3. Summative assessment

1 Initial assessment

- From the course application form
- Telephone call
- Interview
- Skills test
- Psychometric testing
- Accredited prior learning (APL)
- Recognised prior learning (RPL)
- Individual consultation
- Skype call
- Speaking to learners prior to the start of the course.

2 Formative assessment



This is ongoing throughout the programme and conducted through means such as:

- Question and answers
- Quizzes
- Group work
- Observation
- Demonstrating an observed skill
- Written examination
- Reflective practice
- Assignments.

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3 Summative assessment

Conducted through methods such as:

- Oral assessment
- Observation
- Completing a practical task.

And also written assessment by means of:

- Examination
- Multiple-choice tests
- Assignments.

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Characteristics of different methods of assessment

AC 1.2

- Should be designed for the ability and level of the learner
- Designed to meet formal or informal requirements
- Should be compiled to meet the requirements of what is being delivered
- May be stipulated by an awarding organisation or certificating body.

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Strengths and limitations in relation to individual learners

AC 1.3

The specific assessment method chosen or required will have strengths and limitations.

Some considerations are:

- Is it assessing performance-based criteria?
- Is it assessing knowledge-based criteria?
- Are there limitations in place (no simulation for example)?
- Are there time constraints?
- Will other people need to be involved in the assessment process such as members of staff or other learners?
- Are there specified assessment criteria to adhere to (set by an awarding organisation for example)?

Adapting assessment methods to meet learners' needs

AC 1.4

There may be a requirement to adapt assessment methods for the following reasons:

- The learner is not engaged
- The assessment method is not meeting the learner's learning style
- Answers obtained are incorrect
- The selected assessment method is taking too long.

LO 2

Understand how to involve learners and others in the assessment process

Session aims and learning outcomes

Aim

To understand how to involve learners and others in the assessment process

Learning outcomes

Upon completion of the session learners will be able to:

- 2.1 Explain why it is important to involve learners and others in the assessment process
- 2.2 Explain the role and use of peer and self-assessment in the assessment process
- 2.3 Identify sources of information that should be made available to learners and others involved in the assessment process.

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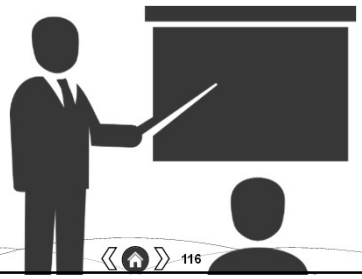
Involving learners in the assessment process

AC 2.1

- Allows learners to take ownership
- Record of progress and achievement
- Heightens understanding and instils motivation
- ILP.



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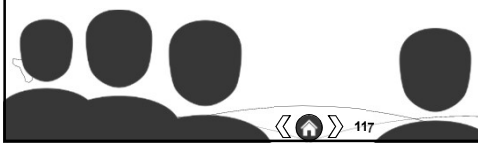
Involving others in the assessment process

- Peers
- Invigilators
- Teacher(s)
- Quality assurance
- Awarding organisations
- Managers
- Supervisors.

Why?

- To ensure the method is robust
- To ensure it is fit for purpose; valid, authentic, current, sufficient and reliable (VACSR).



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Role and use of peer and self-assessment in the assessment process

AC 2.2

Self-assessment

- Promotes reflective practice
- Identifies strengths and weaknesses
- Measures knowledge
- Measures competency
- Measures competencies against standards
- Allows for planning.

Peer-assessment

- Allows for learning from others
- Benchmarking
- Providing feedback
- Sharing of ideas
- Sharing strategies
- Contributing to group work.

Sources of information that should be made available

AC 2.3

- Awarding organisations' assessment requirements
- Reasonable adjustment policy
- Invigilation documentation
- Appeals processes
- Data protection policy.
- Grievance policies and procedures
- Quality assurance documentation
- Evaluation forms
- Tutor evaluation forms
- Course specifications.

LO 3

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

Session aims and learning outcomes

Aim

To understand the role and use of constructive feedback in the assessment process

Learning outcomes

Upon completion of the session learners will be able to:

- 3.1 Describe key features of constructive feedback
- 3.2 Explain how constructive feedback contributes to the assessment process
- 3.3 Explain ways to give constructive feedback to learners.

What is feedback?

Types of feedback

Constructive feedback

Destructive feedback

Key features of constructive feedback

AC 3.1

- Offer encouragement
- Refer only to the aspects of performance that can be changed
- Be descriptive
- Stand by your feedback
- Offer factual feedback
- Give timely feedback
- End on a positive.

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How constructive feedback contributes to the assessment process

AC 3.2

- Promotes motivation
- Assists with progression
- Promotes inclusion
- Promotes confidence.

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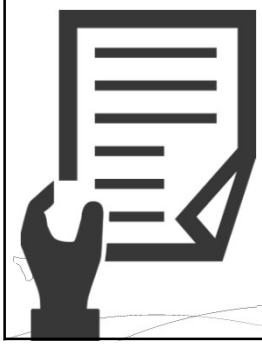
Feedback

AC 3.3



Giving:

- Hot feedback
- Feedback on a one-to-one basis or to the group dependent on the learner's request
- Motivational and encouraging
- Split the feedback down into phases.

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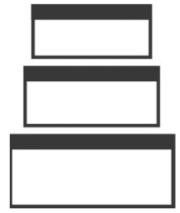
Layer cake



Layer 1

Thank the learner and give praise and encouragement. Bring out four or five points that went particularly well

Layer 2

Bring out one or two points to address developmental issues, but still encourage them

Layer 3

Complete the feedback with four or five positive aspects that went well and once again praise and motivate. This layer supports the whole feedback process.

NEXT

Feedback communication

Receiving:

- Respond to the person giving feedback
- Develop and evolve both from a learning and teaching perspective
- Encourage feedback
- Evaluate and perfect the course or session for the benefit of future learners.

NEXT

LO 4

Understand requirements for keeping records of assessment in education and training

NEXT

Session aim and learning outcomes

Aim

To understand requirements for keeping records of assessment in education and training.

Learning outcomes

Upon completion of the session learners will be able to:

- 4.1 Explain the need to keep records of assessment of learning
- 4.2 Summarise the requirements for keeping records of assessment in an organisation.

Keeping records of assessment

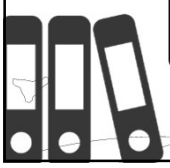
AC 4.1

- Evidence of meeting assessment criteria
- Ofqual requirements
- College requirements
- Awarding organisation requirements
- Form part of the audit chain
- IQA purposes
- EQA purposes
- For reference.

Reasons for keeping records in an organisation

AC 4.2

- Ofsted requirement
- Awarding organisation requirement
- Audit purposes
- To create statistics
- To assist with learner enquiries.



Key task 10

Complete key task 10

Thank you for attending this course

The important things to do now are…

1. to put into practice what you have learnt
2. to develop competency in your work activities
3. to keep your knowledge up to date

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