



PART OF **nocn** GROUP

## QUALIFICATION SPECIFICATION

# NOCN Level 3 Award in Education and Training

Qualification No: 601/0619/0

### Operational Start Date

1 September 2013

### Version

2.1 – March 2019

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- Visit the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)
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## Introduction

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with our centres for the benefit of learners across the country; with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantage of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This handbook is a resource for NOCN centres who wish to offer the NOCN Level 3 Award in Education and Training.

This qualification replaces the QCF Level 3 Award in Preparing to Teach in the Lifelong Learning Sector and the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) introduced in 2007 and updated in 2011.

This document does not provide general information about the suite of teaching qualifications being introduced from 2013 for the further education and skills sector. This is available in the separate LSIS guidance document *Teaching and Training Qualifications for the Further Education and Skills Sector in England (2013): Guidance for employers and practitioners (LSIS, 2013)*.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

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## 1 NOCN Level 3 Award in Education and Training

The NOCN Level 3 Award in Education and Training is designed to provide an introduction to working in the education and training sector. Learners will gain knowledge on the roles, responsibilities and relationships in education and training, inclusive teaching and learning approaches, facilitating learning and development with individuals or groups and the role of assessment in the teaching and learning process.

An LSIS review of qualifications for teachers and trainers in the further education and skills sector was undertaken in 2012. The proposal for an award at Level 3 was supported as part of a suite of generic teaching and training qualifications including certificate and diploma qualifications. More information about the findings of the review can be found in the report *Further Education and Skills in England: New Qualifications for Teachers and Trainers: Phase Two – Findings Report (LSIS, 2013)*.

LSIS has agreed with the Department for Business, Innovation and Skills (BIS) that there should be a phased introduction of the new qualifications as this will respect the different development cycles of awarding organisations and higher education institutions.

*The Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK, 2006)* were outside the scope of the review. These standards will continue to underpin practice in the sector alongside the new teaching qualifications.

This qualification is suitable for learners 19 years or over.

The *Level 3 Award in Education and Training* provides an introduction to teaching. It can meet the needs of a range of trainee teachers, such as:

- individuals not currently teaching or training – achievement of the qualification does not require practice other than microteaching unless units from the Learning and Development suite of qualifications are selected;
- individuals currently teaching and training, including those who have just begun teaching and training – although the qualification does not require practice other than microteaching (unless units from the Learning and Development suite of qualifications are selected), opportunities may be made available to observe and provide feedback on a trainee teacher's practice;
- individuals currently working as assessors who wish to achieve a qualification that provides an introduction to teaching.

Some units from the Learning and Development suite of qualifications may be achieved within this qualification. These units require practice to be assessed.

## Links to other qualification in the Education and Training suite

Individuals are not required to have achieved a *Level 3 Award in Education and Training* before undertaking a *Level 4 Certificate in Education and Training* or a *Level 5 Diploma in Education and Training*. However, some individuals may choose to do so.

The Level 3 unit *Understanding roles, responsibilities and relationships in education and training* is also a mandatory unit in the *Level 4 Certificate in Education and Training*. LSIS recommends that this unit be delivered before other units in both the Award and Certificate qualifications to support progression. For those achieving this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

No credit from this qualification can be transferred to the *Level 5 Diploma in Education and Training*, as there are no common units of assessment within the rules of combination.

### 1.1 Entry Requirements

All trainee teachers joining this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. If trainee teachers join the qualification programme having already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required.

There are no other nationally agreed entry requirements.

### 1.2 Qualification Structure

The NOCN Level 3 Award in Education and Training is a 12 credit qualification with **48-61** Guided Learning Hours (GLH) and a Total Qualification Time (TQT) of **120** hours.

48 GLH (minimum) if no Learning and Development units are selected to 61 GLH (maximum) where Learning and Development units are selected from Group B or C.

Learners **must** achieve a minimum of 12 credits. 3 credits from Mandatory Group A, 6 credits from Optional Group B and 3 credits from Optional Group C as listed below:

**Mandatory Group A**

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Understanding Roles, Responsibilities and Relationships in Education and Training	L3	3	M	H/505/0053

**Optional Group B**

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training	L3	6	O	D/505/0052
Facilitate Learning and Development for Individuals	L3	6	O	J/502/9549
Facilitate Learning and Development in Groups	L3	6	O	F/502/9548

**Optional Group C**

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Understanding Assessment in Education and Training	L3	3	O	R/505/0050
Understanding the Principles and Practices of Assessment	L3	3	O	D/601/5313

**1.3 Total Qualification Time (TQT)**

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
  - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training



- includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
  - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
    - preparatory work
    - self-study
    - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

#### **1.4 Minimum Core of literacy, language, numeracy and ICT**

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector.

There is no requirement in relation to the minimum core in this qualification. However, there is a requirement to carry out an initial assessment of a trainee teacher's personal skills in English, mathematics and ICT as outlined in section 2.6.

Providers may wish to base this initial assessment on the personal skills requirements for literacy, language, numeracy and ICT identified in the document, *Addressing Literacy*,

*Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills. A guide for initial teacher education programmes (LLUK, 2007; updated LSIS, 2013).*

## 1.5 Practice requirement

There is a minimum requirement for trainee teachers to engage in observed and assessed microteaching for the following optional unit:

- *Understanding and using inclusive teaching and learning approaches in education and training (Level 3).*

For this unit, trainee teachers must be involved in at least one hour of microteaching. Each trainee teacher must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, trainee teachers can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.

There is a requirement to undertake observed and assessed practice in a real work environment for the following optional units from the Learning and Development suite that are included in this qualification:

- *Facilitate learning and development for individuals (Level 3)*
- *Facilitate learning and development in groups (Level 3).*

Practice should be in the appropriate context – with groups of learners or with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for these units.



## 2 Centre Information

### 2.1. Offering the qualification

#### Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN Level 3 Award in Education and Training please contact: [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk).

If you are ready to add the qualification to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk) for the attention of your Account and Sector Manager.

#### New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

#### External Verification

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

### 2.2. Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

#### Requirements for those delivering units and/or observing and assessing practice

All those delivering units and/or observing and assessing practice for the *Level 3 Award in Education and Training* should have all of the following:

- a teaching or training qualification<sup>1</sup>;
- evidence of relevant teaching experience in an education or training context;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes.

There are additional requirements for those who assess the Learning and Development units.

<sup>1</sup> This does not include qualifications that only provide an introduction to teaching, for example, the *Level 3 Award in Education and Training* or the Level 3 or Level 4 PTLLS awards.

### Requirements for Assessors

All those who assess these qualifications must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors);
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following qualifications or their recognised equivalent:
  - *Level 3 Award in Assessing Competence in the Work Environment (QCF)*; or
  - *Level 3 Certificate in Assessing Vocational Achievement (QCF)*; or
  - *A1 Assess candidate performance using a range of methods*; or
  - *D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence*; and
- show current evidence of continuing professional development in assessment and quality assurance.

Centre staff may undertake more than one role, for example tutor and assessor or internal verifier, but they **cannot** carry out any verification on work that they have previously assessed.

## Internal Verifier

Each centre must have internal verification policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

All those who are involved with the quality assurance of these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
  - *Level 3 Award in Assessing Competence in the Work Environment (QCF)*; or
  - *Level 3 Certificate in Assessing Vocational Achievement (QCF)*; or
  - *A1 Assess candidate performance using a range of methods*; or
  - *D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence*;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - *Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF)*; or
  - *Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)*; or
  - *V1 Conduct internal quality assurance of the assessment process*; or
  - *D34 Internally verify the assessment process*; and
- show current evidence of continuing professional development in assessment and quality assurance.

Any system of internal quality assurance should encourage standardisation and sharing of good practice.

## Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and verification.

### 3 Unit Information

The NOCN Level 3 Award in Education and Training consists of a minimum of 12 credits. 3 credits from Mandatory Group A, 6 credits from Optional Group B and 3 credits from Optional Group C, which are detailed below.

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each unit. However a number of assessment criteria can be taught and assessed through one activity.

A copy of each of the units follows, with an indication of a scope of learning that would be required to cover the assessment criteria. This list is indicative, not exhaustive.

Each unit has a benchmark assessment task devised by NOCN. Centres may contextualise the assessments after consultation with their EV.

### 3.1 Units

<b>Unit Title:</b>	<b>Understanding Roles, Responsibilities and Relationships in Education and Training</b>
<b>Unit Level:</b>	<b>Three</b>
<b>Unit Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>12</b>
<b>Ofqual Unit Reference Number:</b>	<b>H/505/0053</b>

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the teaching role and responsibilities in education and training.	1.1. Explain the teaching role and responsibilities in education and training. 1.2. Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities. 1.3. Explain ways to promote equality and value diversity. 1.4. Explain why it is important to identify and meet individual learner needs.
2. Understand ways to maintain a safe and supportive learning environment.	2.1. Explain ways to maintain a safe and supportive learning environment. 2.2. Explain why it is important to promote appropriate behaviour and respect for others.
3. Understand the relationships between teachers and other professionals in education and training.	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.

#### Scope of learning for the unit

The purpose of this unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.

The unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.

The teaching should cover:

- The roles and responsibilities of different levels of teacher within education and training including associate lecturer, senior lecturer and assessor. The learner should be able to identify the difference in the roles and their responsibilities including those related to planning and delivering teaching and learning sessions, assessment of learning and record keeping.
- Key aspects of legislation, regulatory requirements and codes of practice, such as Ofsted requirements, the General Conditions of Recognition, examination codes of practice, Equality Act, Health and Safety legislation and safeguarding. The learners should be able to identify how they relate to their own role and responsibilities
- The learners' role in promoting equality and valuing diversity within the classroom. The learner should be able to define equality and diversity and be able to give examples of how it can be embedded within teaching and learning. This may include the role of initial and diagnostic assessments, the use of learning styles assessments and also inclusive learning techniques. The learner should know the protected characteristics as defined within the Equality Act and explore case studies related to these to identify approaches to use in the classroom.
- Why it is important to identify and meet individual learners' needs. This could link back to the Equality Act and explore the issues which may arise if an inclusive approach to teaching and learning is not used. This could include an analysis of barriers to learning and how to overcome them.
- The impact of bullying and harassment on learning and the implication for both learners and teachers if it is not addressed. This could include discussion around cyber-bullying. Learners should be aware of their role in supporting a safe learning environment and could role play how to deal with conflict and bullying. They should understand their responsibility to act as a role model in the classroom, modelling appropriate behaviour and language. Sessions could explore appropriate language to use in the classroom.
- An understanding of the roles of a variety of other professionals that are involved in the education and training sector. This may include, dependent on the part of the sector, learning support assistants, psychologists, speech therapists, physiotherapists, assessors, advice and guidance workers, trainers or support workers. Learners should be aware of how the roles interlink with their own and the interdependencies between the professionals to ensure that the learners are able to fully engage with the teaching and learning process.
- The boundaries between the teaching role and those of other professionals, exploring where the role of one professional ends and how the teacher can support or refer to another professional to support the learner where required. The learners should know when and how to refer learners to another professional or team to meet the individual learners' needs.

## Assessment Task



**Written Report** – The roles, responsibilities and boundaries of the teacher

This task assesses your understanding of the role, responsibilities and boundaries of the teacher in the light of the professional standards for the sector published by LSIS.

Referring to the professional standards and key aspects of legislation relating to the role of a teacher explain the role, responsibilities and boundaries of a teaching role within education and training.

You must ensure that all assessment criteria for the unit are met within your report.

Word limit: 1000 words

<b>Unit Title:</b>	<b>Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training</b>
<b>Unit Level:</b>	<b>Three</b>
<b>Unit Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>24</b>
<b>Ofqual Unit Reference Number:</b>	<b>D/505/0052</b>
<b>Assessment Guidance</b>	<b>There is a microteaching requirement for this unit. Trainee teachers must be involved in at least one hour of microteaching. Each trainee teacher must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.</b>

This unit has 5 learning outcomes

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand inclusive teaching and learning approaches in education and training.	1.1 Describe features of inclusive teaching and learning. 1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs. 1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills.
2. Understand ways to create an inclusive teaching and learning environment.	2.1 Explain why it is important to create an inclusive teaching and learning environment. 2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs. 2.3 Explain ways to engage and motivate learners. 2.4 Summarise ways to establish ground rules with learners.
3. Be able to plan inclusive teaching and learning.	3.1 Devise an inclusive teaching and learning plan. 3.2 Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs.
4. Be able to deliver inclusive teaching and learning.	4.1 Use teaching and learning approaches, resources and assessment methods to meet individual learner needs. 4.2 Communicate with learners in ways that meet their individual needs. 4.3 Provide constructive feedback to learners to meet their individual needs.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
5. Be able to evaluate the delivery of inclusive teaching and learning.	5.1 Review the effectiveness of own delivery of inclusive teaching and learning. 5.2 Identify areas for improvement in own delivery of inclusive teaching and learning.

### Scope of learning for the unit

The purpose of this unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a micro teaching session and to evaluate their own delivery practice.

The unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.

- Learners should know how to plan a session, using a range of relevant teaching approaches and resources. They should be able to evaluate the resources to ensure that they are effective in promoting learning and to meet individual learners' needs. This could be by using a range of resources that are audio/visual, kinaesthetic or practical and not reliant on a worksheet approach. A variety of lesson plans could be evaluated to identify the best approach to use to planning, including the identification of opportunities to develop English, mathematics, ICT or wider skills.
- Learners should be able to compare teaching and learning approaches used in their own specialist area and identify the strengths and limitations of these in meeting individual learner needs. They could watch short video clips of lessons to identify strengths and limitations and should be encouraged to discuss what approaches they may have taken in similar circumstances.
- The role of motivation should be explored including an understanding of what the implications are if learners are not motivated in the classroom. This could cover poor behaviour, difficult classroom management, poor retention and poor results. Linked to this is a need to have ground rules within the classroom to set the scene for the expected behaviours and attitudes to learning and to other learners and teachers. The ground rules can be group ones, but also may relate to personal behaviours such as punctuality and dress.
- Learners should be able to define and use constructive feedback to ensure that learning continues after a task has been completed or during discussions or activities. They should understand the role of effective communication in the classroom to

motivate learners and promote and support learning and classroom management. This should include both verbal and non-verbal communication, written feedback and oral feedback. Short video clips could be used to demonstrate good and bad communication.

## Assessment Task One

### Case Study – Inclusive Learning Issues

With reference to your own specialism, compare the strengths and limitations of teaching and learning approaches that are used to meet the individual needs of a group of learners that you know well. (1.2)

You must:

- Explore what inclusive learning means and describe features of inclusive learning and teaching relevant to your own specialism. (2.1)
- Explain why it is important to select inclusive learning techniques and resources to create assessment activities to meet individual learners' needs. (2.2)

Explain how you would engage and motivate learners and exploring how you would establish ground rules to promote respect for others within an inclusive learning environment. (2.3 and 2.4)

Word limit 750 words

## Assessment Task Two

### Practice File: Planning, Delivering and Evaluating Microteaching

During the course you will build a practice file containing evidence of the planning and self-evaluation of your microteaching session(s). It should include:

#### Planning

- Identification, with justification for choice, of the inclusive teaching and learning approaches you will use. (3.2)
- A lesson plan, using the standard format, showing how you plan to meet the needs of individual learners and explaining your choice of resources and assessment methods. (3.1)
- Identify opportunities for learners to develop their English, mathematics, ICT and wider skills where applicable. (1.3)

### Delivering

For this activity you need to:

- Deliver at least one 15 minute microteaching session on a topic related to your specialist area of curriculum. You will be assessed against the assessment criteria: 3.1, 3.2, 4.1, 4.2, 4.3
- Include copies of any printed resources used in your microteaching.
- Include a copy of your tutor's assessment of your microteach.
- Include copies of peer assessment from other members of the group related to your microteach.

You will have the opportunity to be assessed on a second microteaching session if necessary.

### Evaluating

You will be required to produce three observation reports on microteaching sessions of your peers, again using standard documentation.

You will also include:

- Completed self-evaluation forms reflecting on your own approaches to delivering inclusive learning and teaching and the feedback provided by your tutor. (1.1 and 5.1)
- Identification of areas for improvement in your own practice in relation to meeting individual learners' needs, including a rationale for these areas being identified. (5.2)
- An explanation of why it is important to provide opportunities for learner to develop their English, mathematics, ICT and wider skills. (1.3)

Although there is no word limit for this task, you must show evidence that you have met all the assessment criteria for the unit within your practice file.

<b>Unit Title</b>	<b>Facilitate Learning and Development for Individuals</b>
<b>Unit Level</b>	<b>Three</b>
<b>Unit Credit Value</b>	<b>6</b>
<b>GLH</b>	<b>25</b>
<b>Ofqual unit reference number (code)</b>	<b>J/502/9549</b>
<b>Assessment Guidance</b>	<b>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.</b>

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand principles and practices of one to one learning and development.	1.1. Explain purposes of one to one learning and development. 1.2. Explain factors to be considered when facilitating learning and development to meet individual needs. 1.3. Evaluate methods for facilitating learning and development to meet the needs of individuals. 1.4. Explain how to manage risks and safeguard individuals when facilitating one to one learning and development. 1.5. Explain how to overcome individual barriers to learning. 1.6. Explain how to monitor individual learner progress. 1.7. Explain how to adapt delivery to meet individual learner needs.
2. Be able to facilitate one to one learning and development.	2.1. Clarify facilitation methods with individuals to meet their learning and/or development objectives. 2.2. Implement activities to meet learning and/or development objectives. 2.3. Manage risks and safeguard learners participating in one to one learning and/or development.
3. Be able to assist individual learners in applying new knowledge and skills in practical contexts.	3.1. Develop opportunities for individuals to apply their new knowledge and learning in practical contexts. 3.2. Explain benefits to individuals of applying new knowledge and skills.
4. Be able to assist individual learners in reflecting on their learning and/or development.	4.1. Explain benefits of self evaluation to individuals. 4.2. Review individual responses to one to one learning and/or development. 4.3. Assist individual learners to identify their future learning and/or development needs.



## Scope of learning for the unit

The aim of the unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods.

'Practitioner' means anyone with a learning and development responsibility as part of their role.

The unit is linked to the Learning and Development National Occupational Standards, Standard 7: Facilitate individuals' learning and development.

- Learners should be able to explain why one to one learning and development may be necessary and give examples of when this may be appropriate, for example in coaching and mentoring, in workplace situations, for learning support etc. They should consider the factors which need to be considered when in this situation, for example, safeguarding issues, the need to allow learners time to respond and not be seeming to pressurise, not over-supporting learners by doing the work for them etc. Learners should be aware of the risks attached to delivering one to one and should know how to minimise risks and manage safeguarding issues, such as by adhering to lone worker policies, making sure someone knows where they are, having other people around etc.
- Learners should evaluate methods used to support learning and development for individuals including an understanding of how to plan for every these sessions to ensure a balance of approaches is used.
- Learners should be able to explain how to differentiate the work to meet the needs of individuals, taking into account barriers to learning. They should identify methods of overcoming barriers to learning and ways of monitoring progress, such as through a learning diary or individual learning plan.
- They should deliver a session, which will be observed, using planning and evaluation techniques throughout the planning, delivery and assessment of learning. The learners should be able to support individuals to identify what has been learnt in the session and how to plan for the next stage of learning. This may be mapped against the assessment criteria for a unit of a qualification or against individual learning targets.

## Assessment Task

Learners undertaking this unit must undertake practice within a work environment. Although there is no specified number of hours of practice for the unit, it is recommended that this is at least 10 hours. Learning Outcomes 2 to 4 must be assessed in the workplace.

### Part A: Practice file

You must plan and deliver a one to one learning and development session in the workplace. The session will be observed and the observation report will form part of the evidence for your practice file.

You must include a session plan, using the standard format, showing how you plan to:

- Clarify facilitation methods with individuals to meet their learning and/or development objectives
- Use learning and development activities to meet learning and/or development objectives
- Develop opportunities for individuals to apply new knowledge and skills in practical contexts.

During the session, you will be assessed on:

- How you adapted delivery based on individual learner needs
- How you monitored individual learner progress within the learning and development activities
- How you managed risks and safeguarded individuals participating in one to one learning and/or development
- How you explained the benefits to individuals of applying new knowledge and skills
- How you reviewed individual responses to one to one learning and/or development.

You must also:

- Evaluate how you assisted individual learners to reflect on their own learning and future learning and/or development needs through their own self-evaluation.
- Reflect on the feedback from your assessor and identify areas for own future development.

## Part B: Written Questions

To demonstrate understanding of the principles and practices of learning and development for individuals, answer the following questions.

- a) What is the purpose of one to one learning and development?
- b) What factors must be considered when facilitating learning and development to meet individual needs and why are they important?
- c) Identify at least three methods of facilitating learning and development and evaluate how each of these meets the needs of individuals.
- d) How can you manage risks and safeguard individuals when facilitating learning and development on a one to one basis?
- e) Identify three individual barriers to learning and explain how these barriers may be overcome.
- f) How can you monitor individual learner progress within one to one learning and development?
- g) How can you adapt your delivery to meet individual learner needs?

<b>Unit Title</b>	<b>Facilitate Learning and Development in Groups</b>
<b>Unit Level</b>	<b>Three</b>
<b>Unit Credit Value</b>	<b>6</b>
<b>GLH</b>	<b>25</b>
<b>Ofqual unit reference number (code)</b>	<b>F/502/9548</b>
<b>Assessment Guidance</b>	<b>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.</b>

This unit has 4 learning outcomes

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand principles and practices of learning and development in groups.	1.1. Explain purposes of group learning and development. 1.2. Explain why delivery of learning and development must reflect group dynamics. 1.3. Evaluate methods for facilitating learning and development to meet the needs of groups. 1.4. Explain how to manage risks and safeguard individuals when facilitating learning and development in groups. 1.5. Explain how to overcome barriers to learning in groups. 1.6. Explain how to monitor individual learner progress within group learning and development activities. 1.7. Explain how to adapt delivery based on feedback from learners in groups.
2. Be able to facilitate learning and development in groups.	2.1. Clarify facilitation methods with group members to meet group and individual learning objectives. 2.2. Implement learning and development activities to meet learning objectives. 2.3. Manage risks to group and individual learning and development.
3. Be able to assist groups to apply new knowledge and skills in practical contexts.	3.1. Develop opportunities for individuals to apply new knowledge and skills in practical contexts. 3.2. Provide feedback to improve the application of learning.
4. Be able to assist learners to reflect on their learning and development undertaken in groups.	4.1. Support self-evaluation by learners. 4.2. Review individual responses to learning and development in groups. 4.3. Assist learners to identify their future learning and development needs.

## Scope of learning for the unit

The aim of the unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback e-learning, blended learning, role plays, simulations and experiential learning.

'Practitioner' means anyone with a learning and development responsibility as part of their role.

The unit is linked to the Learning and Development National Occupational Standards, Standard 6: Manage learning and development in groups.

- Learners should be able to explain why group learning and development may be necessary and give examples of different types of group dynamics. They should be able to explore why an understanding of group dynamics is important. They should consider the factors which need to be considered when working with groups, for example, safeguarding issues including the implications of bullying and harassment, the need to allow learners time to respond and not be seeming to pressurise, not over-supporting learners by doing the work for them etc.
- Learners should evaluate methods used to support learning and development for groups including an understanding of how to plan for every these sessions to ensure a balance of approaches is used.
- Learners should be able to explain how to differentiate the work to meet the needs of individuals, taking into account barriers to learning. They should identify methods of overcoming barriers to learning and ways of monitoring progress, such as through a learning diary or individual learning plan.
- They should deliver a session, which will be observed, using planning and evaluation techniques throughout the planning, delivery and assessment of learning. The learners should be able to support learners to identify what has been learnt in the session and how to plan for the next stage of learning. This may be mapped against the assessment criteria for a unit of a qualification or against individual learning targets. They should be able to use feedback from learners to adapt the session where required and also be able to give constructive feedback to individuals within the group to ensure that individual knowledge is used to apply learning in practical contexts.

## Assessment Task

Learners undertaking this unit must undertake practice within a work environment. Although there is no specified number of hours of practice for the unit, it is recommended that this is at least 10 hours. Learning Outcomes 2 to 4 must be assessed in the workplace.

### Part A: Practice file

You must plan and deliver a group learning and development session in the workplace. The session will be observed and the observation report will form part of the evidence for your practice file.

You must include a session plan, using the standard format, showing how you plan to:

- Clarify facilitation methods with the group and individuals within the group to meet their learning objectives
- Use learning and development activities to meet learning objectives
- Develop opportunities for individuals to apply knowledge and skills in practical contexts

During the session, you will be assessed on:

- How you adapted delivery based on feedback from learners within the group.
- How you monitored individual learner progress within the group learning and development activities
- How you managed risks to group and individual learning and development
- How you provided group feedback to improve the application of learning
- How you reviewed individual responses to learning and development in groups.

You must also:

- Evaluate how you assisted learners to reflect on their own learning and future learning and development needs through their own self-evaluation.
- Reflect on the feedback from your assessor and identify areas for own future development.



## Part B: Written Questions

To demonstrate understanding of the principles and practices of learning and development in groups, answer the following questions.

- a) What is the purpose of group learning and development?
- b) Why must delivery of learning and development reflect group dynamics? Give an example of how you could do this in a work environment.
- c) Identify at least three methods of facilitating learning and development and evaluate how each of these meets the needs of groups.
- d) How can you manage risks and safeguard individuals when facilitating learning and development within groups?
- e) Identify three barriers to learning in groups and explain how these barriers may be overcome.
- f) How can you monitor individual learner progress within group learning and development activities?
- g) How can you adapt your delivery based on feedback from learners in groups?

<b>Unit Title</b>	<b>Understanding Assessment in Education and Training</b>
<b>Unit Level</b>	<b>Three</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>12</b>
<b>Ofqual unit reference number (code)</b>	<b>R/505/0050</b>

This unit has 4 learning outcomes

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand types and methods of assessment used in education and training.	1.1. Explain the purposes of types of assessment used in education and training. 1.2. Describe characteristics of different methods of assessment in education and training. 1.3. Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs. 1.4. Explain how different assessment methods can be adapted to meet individual learner needs.
2. Understand how to involve learners and others in the assessment process	2.1. Explain why it is important to involve learners and others in the assessment process. 2.2. Explain the role and use of peer- and self-assessment in the assessment process. 2.3. Identify sources of information that should be made available to learners and others involved in the assessment process.
3. Understand the role and use of constructive feedback in the assessment process.	3.1. Describe key features of constructive feedback. 3.2. Explain how constructive feedback contributes to the assessment process. 3.3. Explain ways to give constructive feedback to learners.
4. Understand requirements for keeping records of assessment in education and training.	4.1. Explain the need to keep records of assessment of learning. 4.2. Summarise the requirements for keeping records of assessment in an organisation.

### **Scope of learning for the unit**

The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.

The unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.

- The learners should be able to identify different types of assessment and their purposes. This may include, screening, initial and diagnostic assessment, formative and summative assessment.
- They should understand the difference between types and methods of assessment. Methods of assessments are the ways in which tasks are set such as through completion of written questions, oral activities, projects or presentations. Learners should be able to describe the characteristics of these assessment methods and compare their strengths and weaknesses in relation to meeting individual learner needs. They should be able to look at a method of assessment and consider how to adapt it for individual needs. They should also be able to identify whether a particular method of assessment is absolutely required to assess knowledge or understanding or whether another method would be more effective.
- Learners should be aware that the role of assessor is not restricted to the tutor or teacher. The use of peer and self-assessment should be explored and relevant opportunities to use these assessment methods should be identified.
- Learners must identify sources of information that must be made available to learners and others in the assessment process. This may include the assessment task, the qualification specification and records of previously assessed tasks.
- The use of feedback must be considered. This could take the form of written or oral feedback and could be from the assessor or peers. Learners should be able to identify the role that constructive feedback can have the assessment process including how it can promote and support further learning and continue to motivate learners.
- Learners should understand the role of records of assessment and their importance. They should be aware of the requirements of record keeping both for an awarding organisation and also of an organisation. This can also include registration, attendance and award data and individual learning plans and targets.

## **Assessment Tasks**

All tasks must be completed.

### **Case Study 1**

The assessment tasks on a practical course of your choice for example Cooking consist of worksheets, a learning journal, checklists and action plans. Compare the strengths and limitations of these assessment methods in meeting individual needs on a practical course. Explain how a range of alternative assessment methods could be used on the course and explain how they could be adapted to meet individual learner needs. (250 words)

### **Case Study 2**

As learners progress on a course that you teach, or one which is well known to you, you want to involve learners more in the assessment process. Explain how you may do this through self and peer assessment, including an explanation of why it is important to involve learners and others in the assessment process. (250 words)

### **Case Study 3**

A learner has completed a piece of work which is missing evidence for two assessment criteria. You must give feedback on progress. How would you give feedback to this learner? Describe key features of constructive feedback and explain how it contributes to the assessment process. (300 words)

### **Short Report**

Explore the purposes of different types of assessment used in education and training, describing the characteristics of different methods of assessment. Explain why records of assessment are needed. Summarise the requirement for keeping records of assessment of learning in an organisation that you know well. (600 words)

You must ensure that all assessment criteria for the unit are covered in these tasks.

<b>Unit Title</b>	<b>Understanding the Principles and Practices of Assessment</b>
<b>Unit Level</b>	<b>Three</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>24</b>
<b>Ofqual unit reference number (code)</b>	<b>D/601/5313</b>

This unit has 8 learning outcomes

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the principles and requirements of assessment.	1.1. Explain the function of assessment in learning and development. 1.2. Define the key concepts and principles of assessment. 1.3. Explain the responsibilities of the assessor. 1.4. Identify the regulations and requirements relevant to the assessment in own area of practice.
2. Understand different types of assessment method.	2.1. Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners.
3. Understand how to plan assessment.	3.1. Summarise key factors to consider when planning assessment. 3.2. Evaluate the benefits of using a holistic approach to assessment. 3.3. Explain how to plan a holistic approach to assessment. 3.4. Summarise the types of risks that may be involved in assessment in own area of responsibility. 3.5. Explain how to minimise risks through the planning process.
4. Understand how to involve learners and others in assessment.	4.1. Explain the importance of involving the learner and others in the assessment process. 4.2. Summarise types of information that should be made available to learners and others involved in the assessment process. 4.3. Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning. 4.4. Explain how assessment arrangements can be adapted to meet the needs of individual learners.
5. Understand how to make assessment decisions.	5.1. Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current.</li> </ul> 5.2. Explain how to ensure that assessment decisions are:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
	<ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair.</li> </ul>
6. Understand quality assurance of the assessment process.	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.
7. Understand how to manage information relating to assessment.	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.
8. Understand the legal and good practice requirements in relation to assessment.	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.

### Scope of learning for the unit

The aim of this unit is to assess the learning and development practitioner’s knowledge and understanding of the principles and practices of assessment. ‘Practitioner’ means anyone with a learning and development responsibility as part of their role.

The unit links to the Learning and Development National Occupational Standards, Standard 9: Assess learner achievement

- Learners should be able to explain the function of assessment in the learning and development process, including the key principles and concepts of assessment. They should understand the role of the assessor, including record keeping and the need to ensure that the assessment is fit for purpose and to meet the needs of the learner. They should have an awareness of the requirements of the awarding organisation and the organisation in terms of how assessment should take place.



- The learners should understand different assessment methods such as written or oral questions, presentations or projects. They should compare the strengths and limitations of various assessment methods for individual learners.
- They should consider key factors that must be considered when planning assessment such as the requirements of the awarding organisation/the unit/qualification, the ability and individual needs of learners and the resources available. They should consider the role of holistic assessment and the benefits of this approach such as the fact that this can be used to minimise the assessment burden on learners. They should be able to plan an holistic approach to assessment, identifying and summarising the risks that may be involved in assessment in their own area of responsibility. They should be able to identify how to minimise the risk. This could include pre-verification of tasks and careful planning to ensure resources and sufficient time are available.
- Learners should be aware that the role of assessor is not restricted to the tutor or teacher. The use of peer and self-assessment should be explored and relevant opportunities to use these assessment methods should be identified.
- Learners must identify sources of information that must be made available to learners and others in the assessment process. This may include the assessment task, the qualification specification and records of previously assessed tasks.
- Learners must understand how to check that evidence is sufficient, authentic and current and that assessment decisions are valid, reliable and fair. They should understand how standardisation activities can support the assessment process and the role of the internal and external verifier in quality assurance. They should be able to summarise the quality assurance system in their own area of practice from pre-verification of tasks right through to award of credit. They should have an understanding of the complaints and appeals procedures in their organisation in cases of dispute around assessment.
- Learners should understand the importance of following procedures through all elements of assessments including record keeping and data management. They should be able to explain legal and good practice requirements related to assessment including health and safety, confidentiality, individual learner needs and equality and diversity.
- They should understand the role of technology in its widest sense in assessment. This could include the use of audio and visual equipment and word processing or presentation software.

## Assessment Tasks

### **Benchmark Assessment Task One - Written Assignment**

This activity assesses your understanding of the strengths and limitations of a range of assessment methods and the involvement of learners and others in assessment. You may make use of peer and self assessment and witness testimony.

In about 1,000 words complete Part A using either Route 1 or Route 2

#### **Part A Route 1 For candidates working in an assessor role**

Describe at least 4 assessment activities using a range of assessment methods, for a particular unit or course and an identified group of learners.

#### **Part A Route 2 For candidates who are in an associated role**

From a theoretical perspective describe or evaluate at least 4 assessment activities using a range of assessment methods, which could be used for a unit, course or in a workbased learning environment. Consideration should be given to the types of learners that may be involved in the assessment process.

As a minimum select at least three from the following assessment methods:

- Assessments of learners in simulated environments
- Skills tests
- Oral and written questions
- Assignments
- Projects
- Case studies
- Recognising prior learning

#### **Part B**

For each assessment activity, identify a strength or limitation with reference to whether the activity is:

- Appropriate to the target group of learners, the level of the unit and the purpose of the course
- Accessible and transparent to learners
- Valid and mapped to the specified criteria
- Sufficient
- Reliable
- Current
- Fair and inclusive
- Likely to generate authentic evidence, clearly reflecting the work of the individual learner.



Part C

For one or more of these activities, explain how you would use peer and self-assessment to promote learner involvement. What assessor support and direction would be required? When might you use witness testimony?

## 4. Assessment and Evidence

The NOCN Level 3 Award in Education and Training is an internally assessed qualification. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Level 3 Award in Education and Training is a vocationally based qualification and as such, the units offer the opportunity for learners to achieve a balance of practical skill and knowledge.

Centres must ensure that knowledge based learning is substantive, and relevant to the work or events likely to be encountered in the course of a teaching role

NOCN has ensured that the assessment activities are:

- Valid** The assessment activity **must** be fit for purpose which means that the assessment tasks measure the intended outcomes of the unit. They should afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria at the appropriate level. The benchmark assessments may be contextualised for the cohort in consultation with the External Verifier.
- Sufficient** The assessment activities afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria. Word counts are used in most assessment task as guidance for sufficiency.
- Reliable** Assessment activities must generate clear and consistent outcomes across all assessors.
- Although the activities may be applied to differing scenarios and in different contexts, with different learners, the evidence sought by the activity must be assessed with a universal standard to ensure that the resulting assessment decisions are consistent across all assessors and centres offering the qualification.
- Authentic** Evidence presented must be the learner's own work.

### 4.1 Fair and Equitable Assessment

Assessment within the NOCN Level 3 Award in Education and Training is designed to be accessible and inclusive.

The assessment methodology is appropriate for individual assessment or for groups of learners.

## 4.2 Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** found on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk)

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact [assurance@nocn.org.uk](mailto:assurance@nocn.org.uk) for further details.

## 4.3 Recognised Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already, as a consequence, they do not need to undertake a course of learning.

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment.

When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

## 4.4 Functional Skills

This qualification contributes towards the Functional Skills in the following areas:

### English

- Speaking, listening and communication – could be demonstrated through group discussions, deliver of the microteach or one to one discussions with assessor or peers.
- Reading - demonstrated when working through case studies, researching key features of assessment or teaching and learning and legislation relevant to the role of the teacher
- Writing – could be demonstrated through completion of the assessment tasks

### ICT

- Development of ICT skills can be demonstrated where learners have completed their assessments using word processing software, the use of powerpoint to

deliver aspects of their microteach or through the use of the internet to research topics relevant to the assessment tasks or taught sessions.

For more information see the Functional Skills criteria for English, ICT and/or maths on the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)

#### **4.5 Assessment and Evidence for the units**

NOCN devised assessments are available for each of the units. Centres may contextualise the assessments if required for their specific cohorts after consultation and agreement with their EV.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

[http://www.nocn.org.uk/qualifications\\_and\\_units/additional\\_qualification\\_documents](http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents).

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

## Appendix 1 - Resource suggestions

### Suggested Reading for Teacher Training Qualifications

Curzon, L,B, (2004) (6<sup>th</sup> edition) Teaching in Further Education. An outline of Principles and Practice -Continuum International Publishing Group

Daines,J, Daines,C and Graham, B. (2006) Adult Learning, Adult Teaching. Welsh Academic Press

Reece I, Walker,S (2007) Teaching Training & Learning

Gravells A (2012) ( 5<sup>th</sup> Edition) Preparing to Teach in the Lifelong Learning Sector: The New Award: Sage Publications

Francis, M, Gould, J, (2012) ( 2<sup>nd</sup> edition) Achieving your PTLLS Award – A Practical Guide to Successful Teaching in the Lifelong Learning Sector: SAGE Publications

Petty, G (2007) (4th edition) Teaching Today. Nelson Thornes

Wallace, S. (2007) Managing Behaviour in the Lifelong Learning Sector. Learning Matters.

Gravells A The Award in Education & Training (Lifelong Learning Series) Coming soon

### Websites

Equality & Diversity [www.edf.org.uk](http://www.edf.org.uk)

Observation of teaching & learning/Initial Assessment [www.excellencegateway.org.uk](http://www.excellencegateway.org.uk)

Institute for learning [www.ifl.ac.uk](http://www.ifl.ac.uk)

National Research and Development Centre for literacy/numeracy [www.nrdc.org.uk](http://www.nrdc.org.uk)

NOCN [www.nocn.org.uk](http://www.nocn.org.uk)

Plagiarism [www.plagiarism.org](http://www.plagiarism.org)

Post Compulsory Education & Training Network [www.pcet.net](http://www.pcet.net)

Qualification & Curriculum Development Agency [www.qca.org.uk](http://www.qca.org.uk) & [www.education.gov.uk](http://www.education.gov.uk)

Times Education Supplement [www.tes.co.uk](http://www.tes.co.uk)

Learning Styles [www.vark-learn.com](http://www.vark-learn.com)

Health and Safety Executive- [hse.gov.uk](http://hse.gov.uk)

Office for standards in education- [Ofsted.gov.uk](http://Ofsted.gov.uk)

**Note:** *this is not an exhaustive list*

Appendix 2

**Summary Of Practice, Including Observed And Assessed Practice, Requirements**

Unit		Practice requirement	Observation and assessment of practice requirement	Notes on requirements
<b>Mandatory unit</b>				
Group A	<b>Understanding roles, responsibilities and relationships in education and training</b> Level 3 (Mandatory unit)	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
<b>Optional units</b>				
Group B	<b>Understanding and using inclusive teaching and learning approaches in education and training</b> Level 3 (Optional unit)	Yes	Yes	For this optional unit there is a requirement to undertake microteaching for assessment purposes. Please refer to the relevant unit for specific details of microteaching requirements.
	<b>Facilitate learning and development for individuals</b> Level 3 (Optional Learning and Development unit)	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. Information about the assessment and quality assurance strategy for this Learning and Development unit is included Section 2.2
	<b>Facilitate learning and development in groups</b> Level 3 (Optional Learning and Development unit)	Yes	Yes	This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment. Information about the assessment and quality assurance strategy for this Learning and Development unit is included in Section 2.2.



Group C	<p><b>Understanding assessment in education and training</b> Level 3 (Optional unit)</p>	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element.
	<p><b>Understanding the principles and practice of assessment</b> Level 3 (Optional Learning and Development Unit)</p>	No	No	This will allow trainee teachers to start on programmes and achieve a unit without a practical teaching element. Information about the assessment and quality assurance strategy for this Learning and Development unit is included in Section 2.2.

## Appendix 3 - Assessment Documentation

### Learner Evidence Record

#### NOCN Level 3 Award in Education and Training

#### Unit Title: Understanding roles, responsibilities and relationships in education and training

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1. Explain the teaching role and responsibilities in education and training. 1.2. Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities. 1.3. Explain ways to promote equality and value diversity. 1.4. Explain why it is important to identify and meet individual learner needs.				
2.1. 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.				

**Evidence Record cont....**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Understanding roles, responsibilities and relationships in education and training**

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.				
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Learner Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

Confirmation of Achievement of Unit – Date: \_\_\_\_\_

**Learner Evidence Record**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Understanding and using inclusive teaching and learning approaches in education and training**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1. Be able to evaluate the delivery of inclusive teaching and learning. 1.2. Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs. 1.3. Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills.				
2.1. Describe features of inclusive teaching and learning. 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.				

**Evidence Record cont....**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Understanding and using inclusive teaching and learning approaches in education and training**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
3.1. Devise an inclusive teaching and learning plan. 3.2. Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs.				
4.1. Use teaching and learning approaches, resources and assessment methods to meet individual learner needs. 4.2. Communicate with learners in ways that meet their individual needs. 4.3. Provide constructive feedback to learners to meet their individual needs.				

**Evidence Record cont....**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Understanding and using inclusive teaching and learning approaches in education and training**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
5.1. Review the effectiveness of own delivery of inclusive teaching and learning. 5.2. Identify areas for improvement in own delivery of inclusive teaching and learning.				

Learner Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

Confirmation of Achievement of Unit – Date: \_\_\_\_\_

**Learner Evidence Record**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Facilitate learning and development for individuals**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
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.				

**Evidence Record cont....**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Facilitate learning and development for individuals**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
2.1. Clarify facilitation methods with individuals to meet their learning and/or development objectives. 2.2. Implement activities to meet learning and/or development objectives. 2.3. Manage risks and safeguard learners participating in one to one learning and/or development.				
3.1. 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.				



**Evidence Record cont....**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Facilitate learning and development for individuals**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
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.				

Learner Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

Confirmation of Achievement of Unit – Date: \_\_\_\_\_

**Learner Evidence Record**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Facilitate learning and development in Groups**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
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.				

**Evidence Record cont....**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Facilitate learning and development in Groups**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
2.1. Clarify facilitation methods with group members to meet group and individual learning objectives. 2.2. Implement learning and development activities to meet learning objectives. 2.3. Manage risks to group and individual learning and development.				
3.1. Develop opportunities for individuals to apply new knowledge and skills in practical contexts. 3.2. Provide feedback to improve the application of learning.				

**Evidence Record cont....**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Facilitate learning and development in Groups**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
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.				

Learner Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

Confirmation of Achievement of Unit – Date: \_\_\_\_\_

**Learner Evidence Record**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Understanding assessment in education and training**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1. Explain the purposes of types of assessment used in education and training. 1.2. Describe characteristics of different methods of assessment in education and training. 1.3. Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs. 1.4. Explain how different assessment methods can be adapted to meet individual learner needs.				
2.1. 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.				

**Evidence Record cont....**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Understanding assessment in education and training**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
3.1. Describe key features of constructive feedback. 3.2. Explain how constructive feedback contributes to the assessment process. 3.3. Explain ways to give constructive feedback to learners.				
4.1. Explain the need to keep records of assessment of learning. 4.2. Summarise the requirements for keeping records of assessment in an organisation.				

Learner Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

Confirmation of Achievement of Unit – Date: \_\_\_\_\_

**Learner Evidence Record**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Understanding the principles and practices of assessment**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1. Explain the function of assessment in learning and development. 1.2. Define the key concepts and principles of assessment. 1.3. Explain the responsibilities of the assessor. 1.4. Identify the regulations and requirements relevant to the assessment in own area of practice.				
2.1. Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners.				

**Evidence Record cont....**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Understanding the principles and practices of assessment**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
3.1. Summarise key factors to consider when planning assessment. 3.2. Evaluate the benefits of using a holistic approach to assessment. 3.3. Explain how to plan a holistic approach to assessment. 3.4. Summarise the types of risks that may be involved in assessment in own area of responsibility. 3.5. Explain how to minimise risks through the planning process.				



**Evidence Record cont....**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Understanding the principles and practices of assessment**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
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.				

**Evidence Record cont....**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Understanding the principles and practices of assessment**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
5.1. Explain how to judge whether evidence is: a) sufficient b) authentic c) current. 5.2. Explain how to ensure that assessment decisions are: a) made against specified criteria b) valid c) reliable d) fair.				
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.				

**Evidence Record cont....**

**NOCN Level 3 Award in Education and Training**

**Unit Title: Understanding the principles and practices of assessment**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
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.				
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.				



Learner Signature:

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Tutor Signature:

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Confirmation of Achievement of Unit – Date:

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### Appendix 3 – Feedback Sheet

Unit Title:

Learner evaluation of assessment task and learning from unit:

Tutor/assessor comments on achievement:

Tutor/assessor sign:

Date:

Learner sign:

Date:

IQA signature (if part of sample):

Date:



## **NOCN**

Acerio Building  
1 Concourse Way  
Sheaf Street  
Sheffield  
South Yorkshire  
England  
S1 2BJ

**Tel:** 0300 999 1177

**Email:** [nocn@nocn.org.uk](mailto:nocn@nocn.org.uk)

**[www.nocn.org.uk](http://www.nocn.org.uk)**