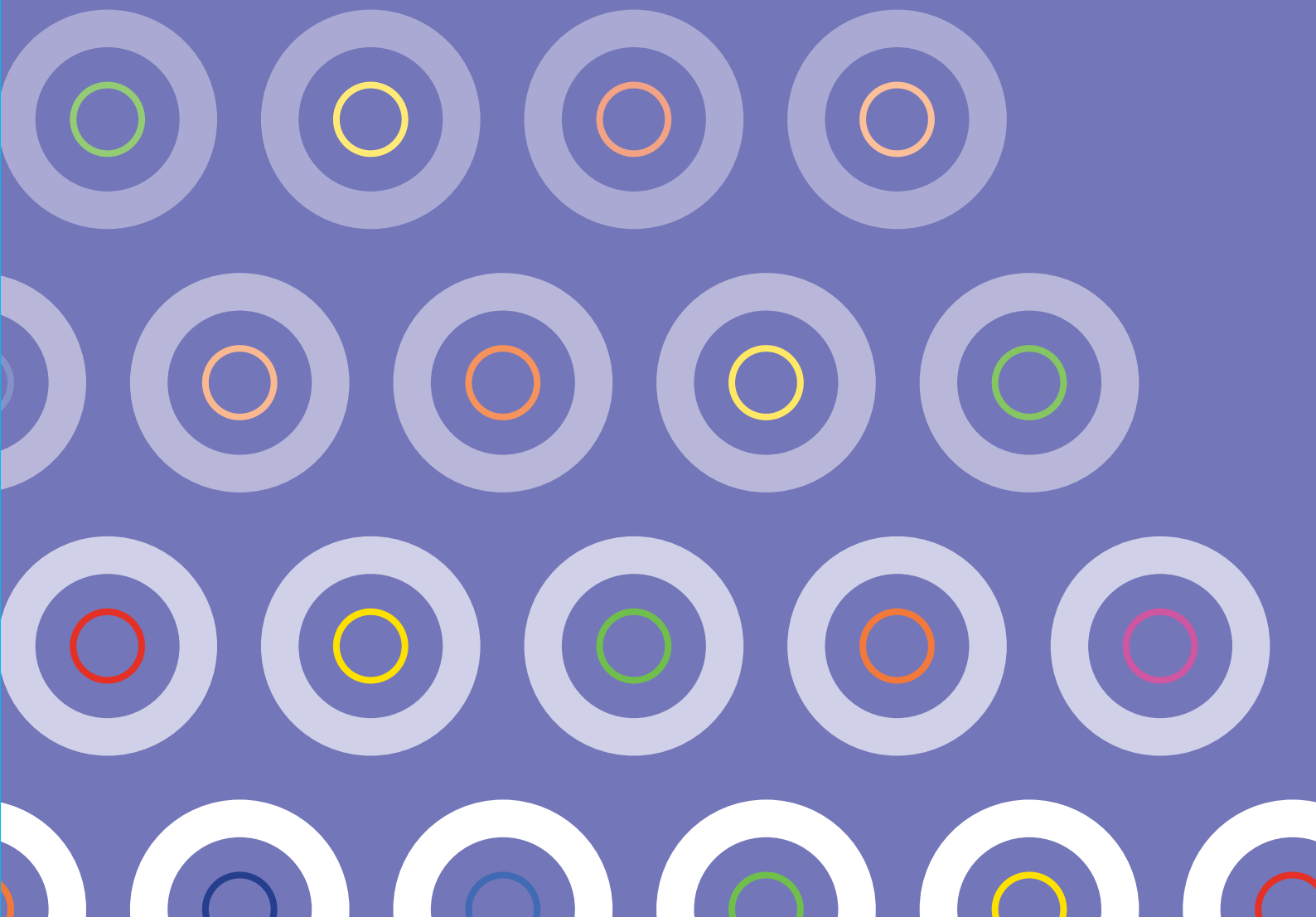


Level 4 Certificate and Level 5 Diploma in Education and Training **Delivery Guide**

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You and your learners can access a range of innovative resources to support Pearson's BTEC in Education and Training qualifications. **Remember to pass on the log-in details below to your learners at the start of their course.**

Our free resources cover a number of core skills and concepts, such as inclusion, reflective practice, assessment and teaching and learning methods. Theory is brought to life through high-quality video clips, audio clips and interactive activities, which will really motivate your learners and help to engage them in discussion and reflection.

Designed for use primarily with the Pearson BTEC Level 3 Award in Education and Training, these resources will also be of benefit to learners taking the BTEC Level 4 Certificate and the Level 5 Diploma.

Resources

For tutors and trainers, the following materials are available:

- **activity sheets** and **handouts** to use in class – these help to reinforce key concepts and allow learners to demonstrate their knowledge and understanding
- high-quality **video clips** that show best practice in teaching, and tackle some of the areas learners may find more challenging. Real, relevant footage provides a rich source of topics for learners to observe, debate and discuss
- interactive activities for use with the whole class – **quizzes** can be used as a front-of-class tool to check understanding or reinforce learners' knowledge. **Decision tree** activities are designed for front-of-class use and allow learners to consider a range of options and make decisions at each stage of a given situation.

For learners, the following materials are available:

- a bank of engaging activity sheets, including case studies and reflective tasks, to support learners as they progress through their BTEC in Education and Training course
- access to all video clips for independent viewing
- downloadable audio clips, exploring key themes in teaching such as reflective practice, observations, differentiation and engaging learners.

URL AND LOGINS

Materials are available at:
www.contentextra.com/edutrain/home.aspx

Tutor login:

username: edutrain_tutor
password: tut6r

Learner login:

username: edutrain_learner
password: learn3r

For technical assistance with this website contact digital.support@pearson.com
Tel. 0845 313 8888



Exclusive materials from Geoff Petty

We are delighted to share with you two articles from Further Education (FE) teaching guru, Geoff Petty. For most of you, Geoff needs no introduction. As one of the country's leading experts on teaching methods, he has led numerous training sessions for teachers and has authored a range of best-selling books on the subject of teaching and learning in FE. As well as his thought-provoking personal message to tutors, which you can read in the Foreword to this guide, Geoff has written two new articles especially for tutors and trainee teachers involved in the BTEC in Education and Training qualifications.

His articles explore two key strategies that will be invaluable to your learners as they enter the world of teaching: modelling teaching methods and inclusive questioning.

You can find his articles on our BTEC in Education and Training companion website: www.contentextra.com/edutrain/home.aspx.

You can also see Geoff talking in more detail about his ideas in a series of inspirational video clips that are on the website.



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Foreword



Teachers touch lives forever. In fact many people are only in their present career because of a former teacher or trainer. Perhaps this is true of you. If teachers play such an important part in the lives of students, think how important a teacher trainer is. The teachers you train will go on to teach hundreds of thousands of students during their career and the lives of these students will be greatly affected by how well you train their teachers. It's a scary thought!

A research paper published in 2011 by the Department for Business Innovation & Skills, *Measuring the Economic Impact of Further Education*, states that for every £1 invested in the post-19 sector, there is a return of £25. It also states that each successful Level 3 student is worth £94,000 to the economy, a successful Level 2 student is worth £50,000 and a successful apprentice at Level 2 is worth £136,000.

But never mind the money – think of the difference teachers make to students' lives by awakening interests, passions and skills, and giving them opportunities to flourish. With this much at stake we had better get teacher education right.

With a new teacher training qualification like this, there is an opportunity for you to rethink what you do and make it even better. It's impossible to do a perfect job but how could you improve?

The effectiveness of your course depends not so much on the nature of the qualification but on how well you deliver it. Pearson has created a sound and effective qualification but it is you who makes the real difference. Research has uncovered which teaching and training methods work best. It shows that a teacher's choice of teaching methods and how well the methods are used have a massive impact on learning. Some methods double student attainment!

This guide will help you in thinking through how to deliver these vital BTEC courses. I would like to suggest a few things for you to consider: they will make your training more fun, more relevant and more effective.

- Make sure you are really clear about what 'inclusive' means. This word crops up over and over again in the 2014 Professional Standards for Teachers and Trainers and it doesn't mean what most people think it does. (See my article 'Inclusive questioning' on the BTEC in Education and Training – resources website for more information.)
- Try to make time to tell your learners about the most powerful teaching or training methods that research reviews by people such as Professor Robert Marzano and Professor John Hattie have revealed.
- Make sure you encourage your learners to use inclusive questioning techniques. They have a huge effect on achievement. (See my article 'Inclusive questioning' on the BTEC in Education and Training – resources website.)
- Model teaching methods throughout the course and talk to your learners about the methods you are using and why you are using them. This is an effective way for you to teach learners and for them to learn. (See my article 'Modelling teaching methods' on the BTEC in Education and Training – resources website.)

I wish you well in creating great teachers, and changing lives!

Geoff Petty



Introduction

The Delivery Guide for the BTEC Level 4 Certificate and the Level 5 Diploma in Education and Training has been designed as a tool for anyone involved in delivering, or planning to deliver, the BTEC Education and Training qualifications. It has not been created with a 'one-size-fits-all' approach, but is based on tried and tested ideas from centres across the country. One of the most widely celebrated aspects of the BTEC qualifications, which attracts trainers and teachers from many different walks of life, is the flexibility encouraged in meeting the assessment requirements. This allows many innovative approaches to suit different contexts and learners, which we aim to share with you throughout this guide. We hope that not only will it reinforce existing good practice, but will also offer some new ideas to share with your learners.

About this guide

This guide is intended to be read in conjunction with either the BTEC Level 4 Certificate in Education and Training specification or the BTEC Level 5 Diploma in Education and Training specification. It will complement both qualifications and levels. The skills, knowledge and understanding required for most trainers and teachers in education are very similar and the level of challenge is equally well suited to someone studying for the Level 4 Certificate or the Level 5 Diploma.

At the end of this guide you will find a useful section identifying progression routes from the Level 4 Certificate to the Level 5 Diploma. Importantly, there are also some pointers addressed to those planning, delivering and assessing the Level 5 Diploma, reflecting specific issues and requirements within the higher level and standards.

This guide follows on from the Delivery Guide for the Level 3 Award in Education and Training, so there are references throughout this guide to the Award resource. The Level 3 Delivery Guide covers in considerable depth some of the key areas of the Education and Training qualifications that are common to all levels, so these have not been included again here. Similarly, anything that has been effectively covered in the qualification specifications will not be covered in the delivery guides. This has been done in order to avoid repetition, but it does mean you will need to refer to other sources where indicated.

Please note that the following terms have been used throughout this guide.

- **Tutor** – the person delivering or facilitating the education (they may also be referred to as teacher or trainer).
- **Learner** – the person taking the qualification.
- **Student** – the person being taught or assessed by the learner.
- **Practitioner** – anyone with a learning and development responsibility, either full-time or as part of their role.

LINK

In the Level 3 Award Delivery Guide, go to:

page 31 for information about differentiation
page 38 for information about the induction
page 44 for ideas of starter activities
page 46 for ideas of learning activities and tasks
page 58 for information on producing evidence for assessment.



Using the guide alongside the qualification specifications

The specifications for both the Level 4 Certificate and the Level 5 Diploma provide you with the essential information about what must be taught and the assessment criteria that need to be met. The specifications also give examples of assessment activities that can be used to generate portfolio evidence. The main way in which this delivery guide differs from the specifications is that it provides some additional support on how the specifications can work in practice. Real-life experiences have been used to demonstrate education and training from actual contexts. The models of delivery are real approaches used by real tutors and the combinations of optional units suggested are those that have actually been used by centres. The examples given demonstrate the variety of approaches that are possible and, in particular, ways to 'capture' evidence that is meaningful to the learner while meeting the standards for rigour and accountability required in quality assurance.

What is the purpose of the guide?

This delivery guide is aimed at anyone involved in the planning, delivery or assessment of the Certificate or Diploma – whether new to teacher training, new to the BTEC qualifications, switching from CTLLS (Certificate in Teaching in the Lifelong Learning Sector) and DTLLS (Diploma in Teaching in the Lifelong Learning Sector), or experienced practitioners using this as CPPD (Continuing Personal and Professional Development).

You will find ideas, approaches and advice that will help you to enrich the delivery of the qualification and, importantly, help you to motivate learners in taking responsibility for their own learning. A key principle underpinning the information in this guide is a focus on the learning rather than the teaching. All learners must have access to the required number of hours of teaching practice in order to undertake the Certificate or Diploma, and it is therefore essential that the teaching practice experience forms part of your planning, delivery and assessment processes.

To help with your planning we have signposted in the margins where specific points in the text or activities link well with particular units or specific learning outcomes within the units. So keep your specifications handy when planning. There are also direct references to the delivery guide for the Level 3 Award in Education and Training where you will find ideas that are not repeated in this guide, so you should follow these links where indicated.

Sources of evidence and the 'learning triangle'

One of the key issues for both the BTEC Level 4 Certificate and the Level 5 Diploma is the need to encourage your learners to go beyond what they have been taught and to ensure there is sufficient stretch and challenge in their course. You also need to make the best possible use of different sources of potential evidence when planning, delivering and assessing your course. The first source is the learning arising from classroom delivery, which includes using class activities as assessment evidence. The second source is the learning that takes place as a result of teaching practice, which contributes evidence far beyond the obvious observation of practice, including reflection and the development of evaluative techniques. The third source is directed study – the research and preparation of presentations and written assignments – that tends to form the more obvious part of the completed portfolio.



It is important for your learners to appreciate that these three sources make up a 'learning triangle', of which they are the centre. The three sources can contribute to well-rounded and valuable portfolios of evidence that can be used for reference purposes long after the learners have achieved their qualifications. Pearson is keen to see centres develop approaches that limit the amount of duplication of evidence and reduce the burden of assessment for both the learners and their tutors. The important element of work-based learning – using the experiences of teaching practice – can be overlooked if the focus becomes too theoretical.

This guide also supports the idea of learner-centred learning by suggesting ways in which you can increase the emphasis on peer teaching and learning outside of the classroom.

Structure of the guide

The guide is divided into four main sections.

1 Planning

The planning section contains guidance on the qualification structure for both the BTEC Level 4 Certificate and the Level 5 Diploma (although detailed information about the Diploma structure can be found in the progression section), the requirement for optional units, the needs of different groups of learners, recognising prior learning or experience, centre approval and quality assurance, and stages of internal verification. These issues need to be addressed before you reach the planning stage.

This section also covers planning for delivery of each qualification, possible models of delivery, combinations of optional units, induction planning, integrating minimum core and assessment opportunities, and opportunities for using the experiences of the group and other professionals in the delivery of your course.

2 Delivery

This section focuses on practical ideas and suggestions (building on what has been provided in the qualification specifications) for you to use in your sessions. It addresses key areas such as differentiation and the need to ensure that delivery reflects the level of the qualification. Teaching practice must be clearly established as an integral part of the qualification and as having a vital role in the learning process.

It is important to recognise that your delivery will be scrutinised by your learners and that you are effectively teaching by example! The opportunity to use others in your delivery is also considered. The use of guest speakers, peer teaching and observation of experienced practitioners are all discussed as helpful ways of varying the learning experience.

3 Managing assessment

The managing assessment section looks at differentiated assessment, ideas for generating evidence, tips for providing feedback, and evaluation activities. Because common themes run through most of the mandatory units in both the Certificate and the Diploma, it is important to consider the use of integrated or holistic approaches to delivery and assessment. The importance of recording evidence from a range of sources and activities is emphasised, along with the need to avoid the traditional reliance on written assignments. The value of directing reflective activities is recognised



as a valuable potential source of evidence as well as a means of promoting learner responsibility through using reflection in action planning.

4 Progression

The fourth section considers the option of offering learners progression from the Level 4 Certificate to the Level 5 Diploma. This would suit learners who experience an increase in their workload or who have a particular need for the higher-level qualification. Issues specifically relating to the Diploma are also dealt with here, along with opportunities for Continuing Professional Development (CPD) using the Certificate and Diploma optional units.

About the BTEC Certificate

The Pearson BTEC Level 4 Certificate in Education and Training (QCF) is designed both for learners who are new to, or just about to start, teaching and those who are already in a teaching or training role and who need a formal teaching qualification in addition to their existing qualifications or experience. It is suitable for anyone teaching or training in, for example, community-based adult education, adult Basic Skills, work-based learning, Further Education, healthcare, the police and emergency services, museums and libraries provision, private training providers and prison education.

Like other BTEC Certificates, the Pearson BTEC Level 4 Certificate in Education and Training is work related and requires learners to be able to access teaching practice in order to complete the qualification. While drawing on practical experience, the Certificate also requires learners to be able to demonstrate academic skills in reviewing and writing. It is therefore important to spend time ensuring that all learners have the study skills necessary to meet the requirements of the programme and complete assessment activities at Level 4, which is equivalent to the first year of a university degree.

The qualification should give learners the knowledge, understanding and skills they need to prepare for employment. It also provides career development opportunities for individuals new to teaching as well as those already in work.

The primary distinction between learners undertaking the Certificate and those taking the Diploma is that generally teachers or trainers with a Level 4 Certificate carry fewer responsibilities in the teaching and learning context. For example, they would not usually be expected to plan a programme or get involved in resource development, and they would be teaching or training part-time, or only training as a part of their normal role. These boundaries can become blurred, however, for both learners and employers. It is essential that initial advice and guidance (IAG) is provided to learners prior to commencing a course, to ensure that they choose the one that is most appropriate to their needs.

Individuals currently assessing vocational competence in the workplace are ideally placed when it comes to having the appropriate background for teacher training either for the Certificate or the Diploma.



About the BTEC Diploma

The Pearson BTEC Level 5 Diploma in Education and Training is a qualification leading to full teaching status (QTLS), for people delivering formal or informal learning or training programmes in post-16 education (learning and skills sector) in a variety of contexts.

The Diploma is ideal for individuals who have access to a variety of teaching opportunities – such as different subject areas, different levels, different learning groups or different contexts (for example, development of knowledge *and* skills). This can include individuals who are not currently teaching or training, individuals currently working as assessors who wish to achieve a teaching qualification (providing they can meet the practice requirements of the qualification), or individuals who are currently involved in teaching and training, but want to achieve a qualification, or develop existing qualifications, as a part of their CPD or CPPD (Continuing Personal and Professional Development). A further group who could benefit are experienced teachers or trainers who have been out of practice for some time and are seeking to update existing qualifications as a part of their return to teaching.

Some organisations may require tutors delivering a subject to have both a qualification and relevant experience before they are recognised as trainers (even if they have a teaching qualification).

The Diploma has been designed to challenge and extend learners. It provides opportunities to build on learning in the workplace by drawing on learners' experiences in their own teaching and training contexts and using this naturally occurring evidence as an integral part of the assessment process. It also allows learners to explore how the wide range of skills, knowledge and understanding involved in teaching, learning and assessment can be applied to a variety of contexts. The Diploma is particularly relevant for individuals whose teaching or training role involves the preparation and planning of programmes, and the management of students, as well as the delivery and assessment aspects. This situation may arise as part of an individual's professional development, or if they have gained promotion which requires them to upskill.

Level 5 skill requirements

As the Diploma in Education and Training is a Level 5 qualification (broadly equivalent to the second year of a university degree course), learners need to be able to produce evidence that clearly reflects the required standards of analysis, academic understanding and written work. This means you will need to ensure all learners are capable of producing evidence that shows clear skills of analysis, that is well researched and is supported by appropriate referencing.

Individuals must also demonstrate the necessary independent learning skills to carry out the investigative procedures that are required at Level 5. It is dangerous to assume that learners bring these skills with them; and even if they do, it helps to emphasise the academic standards required when working at this level. Some learners applying for the Diploma may be excellent vocational tutors, but may lack the opportunity in their teaching to demonstrate Level 5 critical thinking and writing skills.



1

Planning your BTEC Level 4 Certificate or Level 5 Diploma in Education and Training

Background to the qualifications

The Pearson BTEC Level 4 Certificate in Education and Training and the BTEC Level 5 Diploma in Education and Training are part of the suite of new qualifications for people working, or considering working, in the learning and skills sector. The full suite of qualifications comprises:

- Pearson BTEC Level 3 Award in Education and Training (QCF)
- Pearson BTEC Level 4 Certificate in Education and Training (QCF)
- Pearson BTEC Level 5 Diploma in Education and Training (QCF).

In 2012, an independent panel of experts chaired by Lord Lingfield was appointed to review standards, regulation and professionalism in the Further Education (FE) and skills workforce. Following an interim report in March 2012, the Department for Business Innovation & Skills (BIS) held a consultation on the workforce regulations, and in July 2012, asked the former Learning and Skills Improvement Service (LSIS) to lead a review of the teaching qualifications in order to simplify and rename them.

The new suite of education and training qualifications has been created around the LSIS recommendations to ensure that the qualifications are clearer and easier to understand for those working in the sector, including work-based learning providers and FE colleges.

Progression through the new suite of qualifications

The Pearson BTEC Level 4 Certificate in Education and Training replaces the Edexcel Certificate in Teaching in the Lifelong Learning Sector (CTLLS), while the Pearson BTEC Level 5 Diploma in Education and Training replaces the Edexcel Diploma in Teaching in the Lifelong Learning Sector (DTLLS). Both were last updated in 2012.

Previously, the sizes were 'nested' within each of the qualifications, meaning that learners completed an Award before they progressed to a Certificate or Diploma. With the new qualifications, some learners can start with the BTEC Certificate or even with the Diploma, if appropriate. If a learner has completed the Award in Education and Training they will have taken *Unit 1: Understanding Roles, Responsibilities and Relationships in Education and Training*, which is also a mandatory unit of the BTEC Certificate. Learners will not need to repeat the unit in order to take the Certificate. This flexibility more clearly reflects the needs of the training or teaching roles that the qualifications have been designed for.

It is also possible to take units from the Learning and Development NVQ competency-based suite to suit the specific needs of a centre, a group of learners or workforce demands. (See Centre Approval, page 20.)



Structure of the qualifications

As both qualifications are made up of mandatory or core units plus optional units, and the approach to planning is basically the same for both, they are considered together here. Both qualifications also cover the same basic content because whether your learners are part-time teachers or full-time trainers they need the same set of knowledge, skills and understanding.

Structure of the BTEC Certificate

For a detailed breakdown of the Certificate qualification refer to the BTEC Level 4 Certificate in Education and Training specification, where you will find all the information required to prepare and plan your programme.

There are five mandatory units in the BTEC Certificate, detailed in Table 1. Learners must also achieve an additional 15 credits from optional units, with at least 3 of these credits at Level 4.

Unit	Unit reference number	Units	Level	Credit value	Guided learning hours
All units must be achieved from this group					
1	H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	3	3	12
2	A/505/1189	Planning to Meet the Needs of Learners in Education and Training	4	3	15
3	M/505/0122	Delivering Education and Training	4	6	24
4	F/505/0125	Assessing Learners in Education and Training	4	6	24
5	L/505/0127	Using Resources for Education and Training	4	3	15

Table 1: Mandatory units for the BTEC Certificate

Unit 1 is the mandatory unit from the Level 3 Award in Education and Training, and has been included in the Certificate as it is felt to be important for individuals to have a clear understanding of their own roles, responsibilities and relationships when conducting themselves in their professional role. If learners progress to the Certificate from the Level 3 Award then this unit will appear as Credit Transfer.

LINK

More information about considering units together to reduce repetition can be found on pages 22 and 74.

The remaining four mandatory Level 4 units share a common theme – planning, delivering, assessing and resourcing in education and training – therefore it is important to consider all these units together during your planning to avoid potentially boring repetition and duplication. This will be discussed in more detail later in this guide, but it is important to stress that you should avoid viewing each unit in isolation and take a more holistic approach to assessment.

You can create your own flavour to the Certificate through the selection of optional units that reflect the particular needs and contexts of your learners. These can vary in



both level and credit value (at least three credits must come from a Level 4 optional unit to make up the qualification requirements). Some possible suggestions for unit combinations in the Certificate are provided in the section on optional units below.

Teaching practice

A central requirement of the Certificate is for each learner to be able to guarantee a minimum of 30 hours of teaching practice. This teaching practice can be with individuals or groups, in a formal teaching environment or as a part of work-based learning. Assessors in the workplace can also use their experience of supporting and guiding learning through work-based assessment to count towards their teaching practice. Learners' involvement in discussions, providing feedback or engaging with their own students in ways that bring about a change in knowledge, understanding or attitude – for example, during one-to-one tutorials – can also count as part of the learning process. The important thing is to make sure that your learners are able to capture this evidence in a meaningful way so that they can record it and present it as a part of their teaching practice portfolio.



LINK

Go to page 95 for more details about the structure of the BTEC Diploma.

Structure of the BTEC Diploma

The Diploma is also made up of a series of mandatory units that cover the core knowledge, understanding and skills required to plan, deliver and manage assessment in education and training. Unit 2 of the Diploma, *Teaching, Learning and Assessment in Education and Training*, covers the same principles as the mandatory units of the Certificate and does this at Level 4. The remaining three mandatory Diploma units are at Level 5. The main differences between the Certificate and the Diploma are the greater breadth and depth required at Level 5 (including a larger number of credits to be achieved through optional units) and the requirement for a minimum of 100 hours of teaching practice (including the sessions that are observed and assessed).

Specific details for the Diploma units are provided in Section 4 of this delivery guide on progression and in the unit guidance provided in the specification.



Optional units

There is a wide range of optional units offered as part of the BTEC Education and Training suite, providing a variety of routes to complement the mandatory units.

LINK

Go to www.edexcel.com/quals/btec-education-training/level-4 to see the range of optional units available.

You can select units to reflect the resources available to you or your learners' needs, or you may wish to allow learners to make their own choices. Some optional units are part of the Learning and Development suite of qualifications, so centres must have centre approval to offer those units. Options vary considerably in credit value and guided learning hours (GLH) and are available at Levels 3, 4 and 5. These units can be particularly useful for those in work-based learning contexts, such as assessors.

Options for the Level 4 Certificate

It makes sense to select the minimum number of optional units required to meet the 15 credits needed for the qualification. In the tables shown below, any of the units marked with * indicate that they are competence units from the Learning and Development suite of qualifications, so you should check that you have centre approval to offer these.

Some fairly typical Certificate combinations are shown in Tables 2 and 3.

Unit	Unit ref.	Title	Level	Credit value	GLH
18	Y/503/5789	Equality and Diversity	4	6	25
19	K/505/1091	Evaluating Learning Programmes	4	3	15
28	Y/505/1099	Understanding and Managing Behaviours in a Learning Environment	4	6	20

Table 2: A popular combination of optional units for the Certificate

Unit	Unit ref	Title	Level	Credit value	GLH
15	F/502/9551	Engage Learners in the Learning and Development Process*	3	6	30
16	Y/502/9555	Engage with Employers to Develop and Support Learning Provision*	3	6	25
12	M/502/9545	Develop Learning and Development Programmes*	4	6	30

Table 3: A popular combination of optional units for the Certificate



The most widely used combination of Learning and Development units reflects the role of the assessor, requiring specific qualifications to enable individuals to undertake work-based assessment, as shown in Table 4.

Unit	Unit ref	Title	Level	Credit value	GLH
9	H/601/5314	Assess Occupational Competence in the Work Environment*	3	6	30
22	A/601/5321	Internally Assure the Quality of Assessment*	4	6	45
31	T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment*	4	6	45

Table 4: A combination of optional units for the Certificate using Learning and Development units

The combination shown in Table 5 is based on learners being able to relate to the particular knowledge, skills and understanding involved in their specialist area. If you include *Unit 19: Evaluating Learning Programmes* (this is something you ask your learners to do all the time), you will have an integrated approach to professional practice that will allow individuals to improve and develop.

Unit	Unit ref	Title	Level	Credit value	GLH
26	R/504/0229	Specialist Delivery Techniques and Activities	4	9	30
24	L/505/0189	Preparing for the Mentoring Role	4	3	15
19	K/505/1091	Evaluating Learning Programmes	4	3	15

Table 5: A combination of optional units for the Certificate choosing to focus on specialist areas

Another combination commonly used by training providers, particularly those involved with preparing individuals to re-enter the workforce, is shown in Table 6. It focuses on employability skills in combination with units on equality and diversity, and coaching. This provides a set of skills, knowledge and understanding that is particularly useful in the workplace and can help learners prepare for employment.



Unit	Unit ref.	Title	Level	Credit value	GLH
11	M/505/1089	Delivering Employability Skills	4	6	20
18	Y/503/5789	Equality and Diversity	4	6	25
23	J/505/0188	Preparing for the Coaching Role	4	3	15

Table 6: A combination of optional units often used by training providers

The tables above illustrate just five examples from a wide range of possible combinations for the Certificate – and if a particular choice of optional units suits your context then use this regardless of whether you exceed the required credit value or not. The only reason these combinations have been offered is that they avoid the risk of over-teaching and over-assessing as far as the optional units are concerned.

Ideas for selecting optional units for the Level 5 Diploma are provided in Section 4 of this guide on page 96.

Who might wish to take the BTEC Certificate or Diploma?

It is vital that you provide learners with appropriate information, advice and guidance (IAG) before they embark on a course. This will ensure that learners are aware from the outset of all the programme requirements and the level of rigour necessary to complete their chosen course. It will also mean that they are able to choose a course that is suitable for their current role or that will prepare them appropriately for progression to a new role.

The Pearson BTEC Level 4 Certificate in Education and Training and the BTEC Level 5 Diploma in Education and Training qualifications enable individuals to teach in a variety of teaching and learning contexts with different students, and deliver a range of knowledge, skills and understanding.

Individuals who are new to teaching need to have a specific subject area they can offer that is appropriate to the students and context in which they will be teaching. Diploma learners must have sound subject knowledge if they plan to deliver this to their own students. For academic subjects this may require a subject-specific degree, while for vocational subjects learners should either have achieved a qualification equivalent to or above the level of the one they are teaching, or have appropriate workplace experience.



Below are some case studies illustrating possible learner profiles.

Who might your learners be?

George is an experienced bricklayer who feels it is time he retired from heavy work on building sites. He has had experience of supporting young people when they have been sent on placement from the local FE college and has a good understanding of the assessment process. He wants to sign up for the Certificate at the college so he can teach part-time and keep active in his retirement.



George

Alan is approaching the end of his time with the Army and has learning credits to use as part of the military exit strategy. He hopes to gain a civilian qualification to help him find a job when he eventually leaves the Service. He has completed the Defence Instructional Techniques course and a significant part of his current work is as a trainer.



Alan

Jim has been working as a sales assistant in a large DIY store, but is ready for a new challenge. He has spoken to a tutor in a local FE college and can organise teaching practice, delivering Basic Skills to a small group of learners with learning difficulties. He wants initially to sign up for the Certificate because he has been out of education for a while, but hopes ultimately to tackle the Diploma.



Jim

Sumiaha is a recent Sociology graduate who does not know what to do with her degree. She has not been able to find any jobs that allow her to make use of her subject knowledge so she wants to start teaching A Level students in the local FE college. The college has agreed that she can teach some classes for the Head of Department in order to meet the teaching practice requirements so she can enrol for the Diploma.



Sumiaha

Dawn has been working as a hairdresser for 20 years and has been running her own business. She decided to share her knowledge, skills and expertise with students by working part-time in the hairdressing department of a local FE college. The college needs a full-time hairdressing tutor to take on more responsibility and has asked her to complete the Diploma. If she employs a manager for her business this will give her more time for the teaching – and for the Diploma.



Dawn



Meeting the needs of a diverse range of learners

As you can see from the learner profiles, you could be teaching learners who are practical or academic, or a mixture of both. This diversity reflects the contexts in which your learners will be teaching, so you will need to be aware of their individual needs and experiences when it comes to planning, delivering and assessing the Certificate and the Diploma. You will need to be creative and model best practice at all times.

The learners themselves are among your most valuable resources and you should consider how to make the best possible use of their existing skills and experience. Using their individual strengths and working closely with their peers means individuals will gain confidence during group work and develop in new areas through the sharing of learning and other experiences.

LINK

For more approaches that can be used in teaching, go to page 25 (delivery and assessment).

You can gather an understanding of your learners through interviews before the course begins and should use this information when selecting and varying your approaches to delivery and assessment. This will not only help engage and motivate your learners, but will also provide them with a range of approaches they can consider using in their own teaching.

To meet the requirements of the Level 4 and Level 5 qualifications, you need to pay particular attention to your learners' literacy and language – particularly in situations where English is not their first language.

LINK

For information on how to include core and study skills in the programme, go to page 40.

For both the Certificate and Diploma it is important for you to recognise the needs of a diverse range of learners, and for your learners to recognise and appreciate the needs of others in the group. At Levels 4 and 5 you need to encourage group working, so it is important that the learners understand the diversity of skills, knowledge and understanding represented by each group they participate in and use this as a part of their own learning.

Centre approval

If your centre offered any of the predecessor qualifications – the Edexcel Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector or the Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector – you can gain automatic approval to offer the BTEC Certificate or Diploma, as long as the conditions for approval are met. Simply apply for the new BTEC Level 4 Certificate or Level 5 Diploma via Edexcel Online.

If you have not offered these qualifications before, you will need to go through the centre approval process before you are able to register learners.

If you wish to deliver the Learning and Development (competency-based) units, you will need to have separate approval.

Quality assurance

Check the qualification specifications for details relating to the rigorous quality assurance process. For further details on Pearson's quality assurance processes, please go to the *UK BTEC Quality Assurance Handbook* for information on standards verification and Chapter 9 of the *UK Vocational Quality Assurance Handbook 2013–14* for information on external examination.



In order to ensure you have all the documentation required for quality assurance of either the BTEC Level 4 Certificate in Education and Training or the BTEC Level 5 Diploma in Education and Training, best practice is to compile a course folder and to include all course documentation in an accessible form. As you move from this preparation stage into actively planning your programme you need to include all documentation in a secure location – and refer to it to ensure all planning is monitored and developments are recorded.

Your course folder should include:

- centre details and centre approval to offer the qualifications
- records of all registrations made, with registration numbers, details of units candidates have been registered for, start dates and anticipated completion dates
- attendance records
- the course programme and assessment programme
- course handbook and guidance materials provided for learners, e.g. core skills, assignment writing, study skills, Harvard referencing (or similar), reflective practice (keeping a Learning Log)
- the scheme of work/assessment programme
- examples of session plans (as an example of best practice, ideally every session should have a session plan, which is shared with learners)
- initial assessment documentation with identification of learner needs (including a record of whether or not they are joining the course with literacy, numeracy and ICT skills at Level 2 or an action plan identifying how they will gain these qualifications and the support necessary to achieve this; see page 27 for more detail)
- a pro forma for recording prior learning/experience
- your learner induction programme details
- copies of teaching practice activities and an observation pro forma, with opportunities for recording written feedback
- copies of assessment activities/assignments, including space for written feedback (including evidence of internal verification of assignment briefs)
- tracking sheets for completed assignments/criteria/units/portfolios with a grid for internal verification of work
- summative evaluation and feedback sheets for completed portfolios
- a course evaluation pro forma.

You should also keep copies of documentation relating to your centre's policies and procedures. Not only are these required by your external standards verifier, but they are also useful materials to use with your own learners.

Designing your programme

The first issue in designing your programme is timing and the implications this has for staffing. Based on the GLH (guided learning hours) for the Level 4 Certificate mandatory units, you need to spend the equivalent of 90 hours, with a minimum of a further 50 hours on optional units (140 hours in total).

For the BTEC Level 3 Award in Education and Training it is possible to choose either a non-competency route or a competency-based (Learning and Development) route, depending on your learners' preferences, experience and needs of the workplace. For the Certificate and Diploma, however, there are no alternative **mandatory** units, so if your learners need competency-based units you will have to include these in your selection of optional units. Check out the range on offer in the specifications.



Suggested delivery models – BTEC Level 4 Certificate

In FE colleges, staffing, resources and assessment approaches favour running the Certificate over two terms, with 'twilight' or evening sessions each week. As a result, people in full-time employment – including staff teaching part-time in/for the college – can attend sessions. This means that the majority of learners taking the qualification can support themselves financially while on the course. For people not in employment this model means it is easier for them to work on a voluntary basis in college, or with other training providers, in order to gain teaching practice. This model tends to result in a unit-by-unit delivery approach.

However, this is not the only model for delivery. Different centres have adapted their approaches to meet the particular needs of their learners or the demands of their occupational context. This is in line with the BTEC principle of encouraging flexible approaches that reflect occupational needs and contexts.

Unit-by-unit approach

The unit-by-unit approach can lead to some replication between the mandatory units, but merging the optional units with the associated core works as a compromise. Because some learners may find Unit 1 'the roles and responsibilities unit' less interesting, this could be left until the end – after all the more practical work has been completed. This model is illustrated in Table 7.

Weeks	Units	Assessment
1–10	<i>1 Understanding Roles, Responsibilities and Relationships in Education and Training</i> (incorporating the optional Unit <i>18 Equality and Diversity</i>)	Assignment 1 Portfolio
	<i>2 Planning to Meet the Needs of Learners in Education and Training</i> (incorporating Unit <i>28 Understanding and Managing Behaviours in a Learning Environment</i>)	Assignment 2 Learning Log
	<i>3 Delivering Education and Training</i> (incorporating Unit <i>19 Evaluating Learning Programmes</i>)	Teaching practice assignment
11–20	Continuing <i>3 Delivering Education and Training</i> (incorporating Unit <i>19 Evaluating Learning Programmes</i>)	Assignment 3 Sample materials
	<i>4 Assessing Learners in Education and Training</i> <i>5 Using Resources for Education and Training</i>	Assignment 4 Sample materials

Table 7: An illustration of the unit-by-unit approach to delivery

Blended learning approach

A number of training providers have been asked to deliver bespoke Certificate courses in the workplace to address the specific needs of the learners and occupational requirements. Where the learners work shifts and unsocial hours, their employers need to be able to release staff over a shorter period of time to be able to factor the course into the work rota. This results in a blended-learning or sandwich version of the Certificate programme with more directed learning involved. One model is shown in Table 8.



Weeks	Units	Assessment
1	<i>1 Understanding Roles, Responsibilities and Relationships in Education and Training</i> (incorporating the optional Unit 24 <i>Preparing for the Mentoring Role</i>) <i>2 Planning to Meet the Needs of Learners in Education and Training</i>	Assignment 1 Portfolio Assignment 2 Learning Log
Directed Study	<i>3 Delivering Education and Training</i> (incorporating Unit 19 <i>Evaluating Learning Programmes</i>) <i>26 Specialist Delivery Techniques and Activities</i>	Teaching practice assignment Portfolio
2	<i>4 Assessing Learners in Education and Training</i> <i>5 Using Resources for Education and Training</i>	Assignment 3 Exemplars Assignment 4 Exemplars

Table 8: An illustration of the blended learning approach to delivery

This model does result in a more integrated approach, as the units forming the ‘filling’ in the sandwich have to be considered during the first taught week. It places a lot more pressure on the learners and they have to be motivated, as well as properly prepared, if they are to succeed. Assignments must be well structured in order to provide as much guidance as possible and should be supported with one-to-one tutorials and online chat rooms, so problems can be addressed promptly and learners can share their experiences with others in a similar situation.

Intensive approach

The least frequently used model for the Certificate is the intensive model. The challenge when offering a full-time Certificate course is how to integrate the 30 hours of teaching practice, while allowing time to review and develop skills. The simplest solution for this is to have three days of teaching with two days of teaching practice. This can either be alternate days or front-loaded with the teaching, leaving two full days for teaching practice. An illustration of the intensive approach is shown in Table 9.

Weeks	Units	Assessment
1 (3/2)	<i>1 Understanding Roles, Responsibilities and Relationships in Education and Training</i> (incorporating the optional Unit 18 <i>Equality and Diversity</i>)	Assignment 1 Learning Log
2 (3/2)	<i>2 Planning to Meet the Needs of Learners in Education and Training</i> <i>5 Using Resources for Education and Training</i>	Portfolio Assignment 2 Sample materials
3 (3/2)	<i>3 Delivering Education and Training</i> and optional units <i>11 Delivering Employability Skills</i> <i>23 Preparing for the Coaching Role</i>	Assignment 3 Assignment 4 Assignment 5



4 (3/2)	4 Assessing Learners in Education and Training Summative activities to consolidate learning, e.g. learners' presentations and peer teaching	Assignment 6 Sample materials
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Table 9: An illustration of the intensive approach to delivery

LINK

Details of possible delivery models specifically for the BTEC Level 5 Diploma can be found on page 98.

Another solution for teaching practice in the intensive model is to have learners complete their teaching practice requirement at the end of the course. Learners are then able to go into a workplace with the confidence of the knowledge gained during the time studying the Certificate. Allowing this to take place up to a month from the end of the delivery gives learners a chance to complete assignments as well as log the required number of hours of teaching and observations. This is only possible if you have access to enough potential teaching practice opportunities to meet the needs of all the learners in the group, for example one-to-one work-based training or by putting on a training course (using the specific skills of the learners).

This solution has been used for a course on Conflict Management, where learners have met at least part of the teaching practice requirements by teaching peers different aspects of the skills, knowledge and understanding required for their specialist area. The choice of optional units here reflects those that can be more easily delivered without direct links to teaching practice.

Planning approaches to suit different contexts

Although Benjamin Bloom devised his Taxonomy (Classification) of Learning in 1956, the three areas of cognitive (knowledge), affective (understanding) and psychomotor (skills) learning are as relevant now as they were in Bloom's day in helping to highlight the prime differences in approaches to learning. When considering your model of delivery you need to incorporate approaches that reflect the context that learners will be teaching in, as well as your own delivery context.

Planning for knowledge-based learning

Planning for knowledge-based learning will include the need for a greater emphasis on more formal teaching, in order to address the required body of knowledge. For both the Certificate and the Diploma you should also direct your learners to research information for themselves rather than you trying to take too much responsibility for their learning. Approaches should be planned to provide examples, in practice, that can then be applied to the learners' own teaching.

Planning for skills-based learning

Planning for skills-based learning should focus on work-based learning and learners drawing on the evidence of their own learning. The obvious elements, linked directly to teaching practice, have already been built into the qualification, but you also need to identify opportunities in class for practical activities to stretch your learners. For skills-based learning learners must first recognise that learning does take place outside of the classroom, so consider this in your delivery approaches. Some ideas are provided in Section 2 of this guide on page 47.



Planning for attitude or understanding-based learning

In planning for attitude or understanding-based learning you need to incorporate opportunities for discussions where learners can share ideas in a supportive context, and activities where they are required to make value judgements. Reflective activities are an important tool for learners to focus on their own learning, in a way that can generate evidence for either the Certificate or the Diploma. This is further developed in Section 2, which also provides examples of approaches that are suitable for adapting to individual teaching contexts.

Planning approaches to suit different learners

Both the BTEC Level 4 Certificate and Level 5 Diploma will attract learners from a wide range of backgrounds and experiences, and it is important to plan your delivery around these as well as the qualification level and specifications. The most obvious differences will arise out of the learners' own previous learning experiences – and the time since they were last involved in formal learning. You will engage your learners in considering the needs of their own students, so it is important that they understand the ways in which you plan your own delivery around their needs.

David Kolb's idea of a cycle of learning provides an excellent tool for planning to incorporate different needs by making use of different approaches that will suit different learners. Kolb's Learning Cycle can be easily found online. A basic training cycle, such as the one in Figure 1, can be used in much the same way as Kolb's Learning Cycle – as a tool for planning work-based learning.



Figure 1: A basic training cycle



Within a single learning group you will encounter all types of learners, with their own particular learning preferences, as shown below.

Individual learning preferences

- **Activity** – Paula says she needs to be doing something if she is to learn. She will often throw herself into an activity and she always wants to ‘have a go’ – rather than wait to be told, or read about it. She quickly becomes bored when inactive and this can lead to loss of concentration.
- **Reflection** – Amira prefers to sit and listen. She avoids taking an active part in proceedings and will not contribute unless she has had time to think things through.
- **Theory** – Lee hates activities and finds reflection boring. He comes into his element when asked to research information and loves to read up theories about how and why things work.
- **Planning** – Sam has little time for what she perceives to be pointless activity or reflection but finds theory a bit heavy going! She wants to cut out the waffle and enjoys the planning and preparation rather than the involvement.

Put these four together and you have the classic learning preferences of Honey and Mumford (1982) associated with Kolb’s Learning Cycle. Individually these students will not actually learn much, but if you put them together and ensure they share their different approaches, you have consolidated learning. By varying your planned approaches you can incorporate activities, use discussion to facilitate reflection, add tasks to build knowledge and build links to teaching practice to encourage the planning – and you have learner-centred learning. This helps to empower learners by developing their own experiential learning in areas where they were previously weak. It is also an excellent tool for learners to use to structure their own planning.

Creating assignments

When planning your delivery for both the Certificate and the Diploma you need to consider the assessment strategies alongside the content. Each unit has a number of learning outcomes and assessment criteria, and you will need these when planning in order to cover the required content. As the ‘Information for tutors’ section in the specification provides examples of possible assessment evidence and sample activities, you need to consider both together when planning your programme.

Assessment activities covering the relevant assessment criteria are provided in the unit specifications for each mandatory unit in both the Certificate and the Diploma. These activities are designed for your guidance and you have the opportunity to create your own assignments – or adapt the activities provided – to meet the needs of individual learners, suit available resources and reflect the opportunities of the workplace (through teaching practice).



The assessment activities provided in the specification for both the Certificate and the Diploma tend to rely on an integrated or holistic approach rather than a unitary one. This means that it is even more important to understand the assessment requirements alongside your delivery planning as you will need to cross over units when planning your assessment strategy. More information is provided on this in Section 3 on assessment later in this guide.

Essential to the Certificate and the Diploma assignments is meeting the Level 4 or Level 5 requirements. Assignments designed for achievement of units at Level 4 need to be written to help learners demonstrate their ability to identify and use relevant understanding, methods and skills to address problems that are well defined, but complex and non-routine. The assessment requirement includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also needs to reflect an understanding of different perspectives or approaches within an area of study or work.

The assessment requirements at Level 5 include taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters, and understanding different perspectives or approaches within an area of study or work. The main differences at Level 5 are the need to include more abstract concepts and to demonstrate understanding at a higher level than at Level 4. Assignments designed for Level 5 also require more focus on individual research and evaluation on the part of the learner, so opportunities need to be planned into your delivery for appropriately challenging learner-centred activities.

Initial assessment of core skills

Because your learners must produce written work that meets Level 4 or Level 5 standards, it is essential that they meet the minimum requirements for language, literacy and ICT. The demands of professional standards in the Education and Training sector require every potential teacher to be able to share and promote these core skills through their own teaching. Therefore it is necessary to undertake an initial assessment of your learners' core skills in these three areas.

Initial assessment

There are various forms of online initial assessment for Basic or Functional Skills – such as www.bksb.co.uk. These are simple and straightforward and provide an indicator as to whether further support and guidance is required for the learner. To function effectively as a professional, and be in a position to pass on the appropriate skills, your learners need to demonstrate a minimum Level 2 in the core skills.

As a part of initial assessment, centres often decide to include a learning styles questionnaire, such as those designed by Honey and Mumford. Although not an exact science, this type of assessment is often the first indication to your learners that everyone learns or responds to teaching techniques in a different way. It is also important to bear in mind that, while individuals may have particular learning preferences, most people learn best by using a combination of one or more styles.



Initial assessments

- Amir's initial assessment for literacy showed up a number of issues with his use of grammar. Although he spoke English fluently (it was his second language) he was less confident with written work. His tutor organised for him to attend one-to-one sessions with the Basic Skills tutor to focus on these areas, so he could then re-take the literacy test.
- Claire left school as soon as she was able and worked in a number of jobs before she decided she wanted to teach. As a result of her earlier lack of interest in education she performed badly on the Basic Skills initial assessment. Her tutor set a series of targets for Claire to meet as a part of her ILP (Individual Learning Plan), so she could work on areas needing development and re-take the test when she felt ready.
- Nick was fine with literacy and language but weak on numeracy, so he signed himself up for a course of classes on Basic Skills Numeracy. He felt he would achieve more by working alongside people with similar problems to his own.

Previous core skills assessment

If learners come with evidence of previous assessments of their English, mathematics or ICT skills their development record should be updated to show this, but it is important to judge the currency of their skills and to recommend upskilling if this is felt to be relevant. This can be particularly important with learners whose first language is not English and it may be necessary to adapt the assessment requirements, as long as any changes are in keeping with the awarding organisation criteria. For learners with disabilities or specific learning needs the initial assessment must take into account any support available to them during the teaching and assessment of the qualifications. For examples of such adjustments, see Section 3.

If learners are below the minimum required standard then it is essential that they are supported in working towards improving skills to required levels. For more information, refer to *Addressing literacy, language, numeracy and ICT needs in education and training* at www.excellencegateway.org.uk/content/import-pdf93.

You can also find help and support with embedding and assessing core skills on the internet. Useful websites include:

- The Excellence Gateway www.excellencegateway.org.uk, which has many KeySkills4U tests
- Move On at www.move-on.org.uk.

Course preparation

The old saying 'Failing to plan means planning to fail' is not just something that you tell learners to encourage them to plan all their sessions – it is crucial to the teaching by example that is education and training! If there is clear evidence that the course you deliver has been well planned and well prepared then this professional approach is immediately shared with your learners. By planning – and sharing – you will demonstrate best practice to your learners so that they can apply the same methods to planning their own teaching.



How many of these have you met?

Miss Williamson – Scatty and disorganised, she never knows the day of the week let alone the time of day! Always late and can always be relied upon to let you off early if you convince her that her watch is slow.



Mr Armstrong – He carries his life in his briefcase and he can never find the book he needs or the materials he planned for the session.



Mrs Bell – She only enjoys one subject and so spends all her time on that to the detriment of all else. When you get to the end of the course you have a frantic rush to cover all the topics that were left out – or you fail the course!



Mr Kaur – He is a great guy. He is really funny and you can talk to him about anything. You have great discussions in class and his teaching is really dynamic, with lots of activities and even outings, but what did you learn at the end of the day?



Appropriate planning provides the structure for both you and your learners, not only for your delivery, but also for integrating opportunities for related skills (for example, core skills, study skills, research skills), reflection, evaluation and assessment.

There are two groups of criteria to bear in mind when planning your whole teaching programme or an individual session: **broad** and **narrow**.

Here are the **broad** criteria.

- 1 Who am I teaching? Here you need to consider the number of learners, their previous experience or level of study and their teaching context.
- 2 What am I teaching? Think about the subject/unit and types of learning required (knowledge, skills or behaviours/attitudes), where it should come in the learning sequence and how the learning is to be evidenced.
- 3 How am I going to teach? Review the most appropriate teaching and learning methods to use (and the balance you want to achieve), the time available, your location and your required/available resources.
- 4 How will I know the learners have understood? Think about how and when to use informal and formal assessments, questioning techniques and learner feedback (to and from).

You then have to superimpose the **specific** criteria, and consider:

- mandatory units – learning outcomes, assessment criteria, specification requirements
- optional units – learning outcomes, assessment criteria, specification requirements
- how to integrate teaching practice requirements, planning for observations and grading of practice, recording and feedback
- the delivery model – getting the balance right between delivery versus peer teaching versus directed study



- how to plan assessment activities to provide the academic standard of written work required by the qualification
- the assessment model – unitary or integrated/holistic, planning and designing assignments/assessment activities
- how to create the level of challenge that reflects the level of the qualification
- quality assurance requirements.

Recognising prior learning and experience

Pearson encourages centres to recognise learners' previous achievements and experiences in both the workplace and the classroom. Some of your learners may seek Recognition of Prior Learning (RPL) for specific units or assessment criteria when enrolling for the Certificate or Diploma.

RPL can enable achievement to be recognised from a range of activities using any appropriate assessment methodology to allow previous experience to be acknowledged. Provided that the assessment requirements of a given unit or qualification have been fully met, the use of RPL is acceptable for accrediting a unit. However, evidence of learning must be valid, reliable and current. For both the Certificate and the Diploma, evidence also needs to meet the standard required for the level of the unit; for example, you cannot use Level 3 evidence for the Diploma, as it will not meet the requirements of the specification. This does **not** apply to the Learning and Development (competency-based) units as these can count in place of designated mandatory or optional units.

Different types of evidence can be used to support the assessment of previous teaching practice. These include:

- session plans
- observation and feedback reports from line managers and/or specialist tutors or peers
- records of professional discussions (see the sample pro forma on page 24 of the Level 3 Award Delivery Guide)
- a record of teaching hours completed, signed by a line manager.

The above can count towards the evidence required for both the Certificate and the Diploma, but in the light of the requirement for graded observations (where your learners must meet Grade 2 standards or above), it may be necessary to include evidence of additional hours of teaching practice and further assessed observations. For the Diploma, learners will also need to demonstrate a **range** of teaching and this may not have been possible in previous practice.

When using RPL you must make sure that you follow all five stages set out in the Pearson policy and procedures document, *Recognition of Prior Learning Policy and Process*, which can be found on the Pearson website:

<http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

Recognising teaching practice as WBL (work-based learning)

Central to BTEC qualifications is the need for learners to have the opportunity to demonstrate knowledge learned and understanding gained in a practical context. It is also important for learners to be able to review the skills gained in the workplace alongside underpinning knowledge in order to develop understanding. Therefore learning needs to be a two-way process – from classroom to practice and from practice to classroom. This means that for the Level 4 Certificate and Level 5 Diploma in Education and Training the function of the required teaching practice is to place these firmly into the work-based learning category.



Not recognising teaching experiences

Joseph is an academic FE college tutor. His main teaching subject is sociology but he has good observation grades for his teaching and therefore has been brought in to help deliver the Certificate. He delivers *Unit 1: Understanding Roles, Responsibilities and Relationships in Education and Training* (incorporating the optional unit *Equality and Diversity*) as he would do for a sociology topic. This means he tells his learners what they need to know about roles, responsibilities and relationships in FE teaching and makes no attempt to encourage the learners to use their own work-related experiences from the wide range of contexts represented by the group. The learners are neither engaged nor motivated by his approach!

Recognising teaching experiences

Zabeth is a vocational tutor working in the same FE college, also with excellent teaching observation grades, who has been asked to deliver the same units to another Certificate group. Based on her own experiences of work-based learning, Zabeth immediately starts by asking everyone in the group to explain their own roles to others in the group. She uses this as the starting point for a series of groupwork activities based on the real workplace experiences of the group. She draws from the group what they see as their responsibilities and how their own relationships in the workplace influence the way they work. She then draws out the main learning points and supports these with background principles and the economic and political framework that teachers and trainers have to work in. The learners produce excellent assignments based on examples gained from class discussions as well as their individual research.

These examples demonstrate alternative approaches to the same unit and highlight the importance of ensuring that work-based learning is recognised as an essential element of the learning process if learners are to fully engage and appreciate the relevance of their learning on the course. The same principles apply to the Diploma Units 1 and 2 (*Developing Teaching, Learning and Assessment in Education and Training* and *Teaching, Learning and Assessment in Education and Training*) where teaching practice is an integral part of the learning experience.

Planning tools

Schemes of work

Your scheme of work (SOW) will help you plan your course delivery over the required number of guided learning hours and help create the balance between the three layers of delivery, directed learning and teaching practice. It will also help you prioritise those aspects of either the Certificate or the Diploma that need to be delivered by **you** as opposed to self-directed learning where **learners** are encouraged to explore and learn from their experiences. Out of any well-constructed SOW comes the assessment programme – as the timing of assessment activities should be closely linked to the delivery programme to form a coherent whole.

The key elements to include in a good SOW are:

- number/timing of sessions
- content, topic and curriculum area to be covered in each session
- method of delivery, teaching methods and approaches to learners' activities and tasks



- resources for teaching and for the learners
- literacy, numeracy and ICT references wherever possible
- opportunities for collecting formal evidence of learning.

A sample template for a SOW is shown in the Level 3 Award in Education and Training Delivery Guide (Figure 2, page 21).



Session plans

We should recommend to learners that even if they are only asked for session plans for their observed teaching practice sessions it is best practice to plan **all** their sessions (at least during teaching practice as this builds experience). If we are to teach by example then we need to produce session plans for **all** our sessions. They provide an invaluable resource in any teaching toolkit as once they are done they can be refined or adapted over time for different groups. The principle is that anyone can then pick up your plan and the session will go ahead as if you were there. Best practice in planning for either the Level 4 Certificate or the Level 5 Diploma is to share each session plan with your learners. In this way they become used to seeing and using session plans and this has the potential knock-on benefit of being applied to their own approaches to planning.

Before planning a session it may be helpful to ask these questions.

- 1 What do my learners already know?
- 2 At what level should I aim my session?
- 3 What did we cover last time and what will we be covering next time? (Make the links explicit and relate them to your SOW.)
- 4 What do the learners need to know or be able to do following the session?
- 5 How can I build in differentiation/flexibility in order to be able to adapt to unforeseen circumstances or individual learner needs?



When creating each session plan you should:

- identify the relevant learning outcomes in the specification and set your session objectives (i.e. what you want learners to do to achieve the aim of the session)
- select teaching and learning approaches that best suit the topic and objectives you want to achieve and the resources required
- identify opportunities for using group work and peer assessment or peer teaching (e.g. presentations)
- identify opportunities for using/embedding the core skills – language, literacy, mathematics and ICT
- decide on timings and sequencing to make the best possible use of the time and resources available
- consider the teaching environment – and how to best keep learners engaged
- consider how/when to use extension activities to stretch learners outside of the classroom as well as the incorporation of, and introduction to, assessment activities.

A sample template for a detailed session plan is shown in the Level 3 Award in Education and Training Delivery Guide (Figure 3, page 23).

The key elements to include in a good session plan pro forma are:

- programme/level/module, unit or subject/ownership and session sequence
- the aim of the session (learners will be able to...) and objectives (what needs to be covered to achieve the aim; ideally four, no more than six)
- timing/content/delivery/resources/learners' activity/assessment (including language, literacy, numeracy and ICT references wherever possible)
- an introduction and a summary/conclusions and evaluation:
tell them what you are going to tell them, tell them, then tell them what you have told them!

When sharing your session plan with your learners it may be better to make use of a simplified version to share the aims and objectives, the timings and the content of each section, along with links to the assessment evidence. This makes for a more interesting and relevant session plan from the learners' perspective and does not swamp them with detail. Sample lesson plans are available in the Planning section of the BTEC in Education and Training – resources website: www.contentextra.com/edutrain/planning/course.aspx.

Preparing individuals for teaching practice

As individual teaching practice represents approximately one-third of all learning on both the Certificate and the Diploma, it is essential that learners are suitably prepared. Even if you are dealing with experienced practitioners you need to establish the requirements of the qualification as well as ways of making use of naturally occurring evidence when building their teaching practice portfolio.

In your planning for both the BTEC Level 4 Certificate and the BTEC Level 5 Diploma in Education and Training, you need to set aside time to discuss the teaching practice requirements with your learners. You should allow time to review the observation pro forma that you use, and to discuss the issues related to the Ofsted requirements for graded observations. Learners must be clear at the start of the programme what is required of them when gathering evidence from their teaching practice and their individual responsibilities in arranging for observations. Individuals are likely to need



to liaise with different staff and their own students during their teaching practice. Therefore it is important that this is established early in the programme.

It is also worth ensuring learners understand that although the observations are graded, teaching is a developmental process and that they will grow in skills and confidence throughout the programme, as their experience builds.

Self-evaluating in teaching practice

Alongside the teaching practice is the need for individuals to effectively evaluate their own experiences in order to learn from their teaching practice. Therefore, in your planning you will need to identify opportunities to focus on how and when learners need to reflect on and evaluate their performance and understanding. Do not leave these issues to chance – time spent on **your** delivery will reap rewards in the quality of evidence presented by your learners and their level of understanding. As learners increase in confidence with experience, they are able to become more flexible and responsive in their own practice. This is dealt with more fully in Sections 2 and 3 of this guide.



2 Delivering your Pearson BTEC Level 4 Certificate or Level 5 Diploma in Education and Training

You will find emphasised throughout the guidance in the specifications for the BTEC Level 4 Certificate and Level 5 Diploma in Education and Training how important it is to view the approaches you choose as teaching by example. Your learners will recognise in your planning, delivering, resourcing and assessing a range of strategies that they can translate into their own teaching context. It is not just what you say, but also what you do that makes the learning experience.

As the Certificate and Diploma are made up of optional as well as mandatory units you have the opportunity to use varied approaches to delivery. It is also possible to draw on the skills and expertise of specialists from different fields by using teams rather than relying on a single individual for delivery. This means you have the opportunity to teach by example using different examples. If you do not have the skills of other members of a team to call on as part of the delivery, you could invite specialists to deliver specific sessions so your learners understand the importance of using different approaches. It is important for learners to observe a variety of other practitioners so they understand that it is not a case of one-size-fits-all.

In an ideal world you want to encourage your learners to consider different approaches for themselves. If they are only exposed to your style, they may recreate themselves as clones of your practice. If you fail to engage them then you could have disgruntled learners who turn into disgruntled teachers – even before they get very far in their teaching career!

Teaching by example

You must recognise that **you**, as a tutor, become one of the crucial teaching and learning resources in your programme. Your skills in delivery, communication and presentation are on show for all to see. The learners may not be aware of it, but they are observing your actions, and learning as much from what you do as what you say. Unfortunately not all teacher-educators are aware of their own role in the process, as shown in the following case studies.



JAY, A TUTOR

Two weeks after a change in tutor on the Level 4 Certificate programme, Kris approached her personal tutor because she felt she had learned nothing over the last couple of sessions. She insisted that Jay, the new tutor, was treating the group like children – to the extent they were expected to put their hands up and ask permission to go to the lavatory. Jay also had the habit of getting them into small discussion groups but the moment they started to get really involved in their discussions would tell them off for talking! Kris and several others in the group were considering boycotting Jay's sessions so Kris's personal tutor encouraged her to consider that Jay was actually feeling rather threatened by the wealth of experience in the group and so had adopted an authoritarian teaching style. No one felt like approaching Jay to raise the issues directly, so Kris's personal tutor suggested 'If you don't feel you are learning from what she says – learn from what she does and learn from her mistakes so you do not repeat them in your own practice.' This turned what had become a negative learning experience into a positive one so the learning from these sessions then became the importance of matching teaching approaches to learners' needs.

SAYED, A TUTOR

Sam is an experienced teacher working with individuals with multiple and profound learning needs. He began the Diploma course as his employers insisted that all staff had to have a teaching qualification. He was apprehensive that his specialised area might not provide adequate evidence for the Level 5 qualification, but being committed to his learners he wanted to continue to teach. He was reassured during the first unit of the programme as the tutor, Annie, took a practical approach and had all members of the group sharing their own experiences. This provided Sam with the opportunity to see how relevant the unit was to his own teaching and subject area.

The tutor of the following unit, Sayed, took a very academic, theoretical approach. Each session began with a PowerPoint® presentation, followed by small-group discussions. Sam felt he was not alone in lacking the ability to contribute much to the discussions as he had not really understood what had been said! Sayed did not leave time for the groups to feed back and discuss the ideas collectively, but summarised the 'key learning'. Sam felt his teaching experience was no longer relevant and was worried that he would fail the assignments as he did not understand what went on in the sessions.

When approached by Sam, Annie suggested that rather than rely on Sayed to provide the knowledge, he could focus on his own research into his specialist area and then apply this to his own experiences in practice when writing assignments.



Remember – your learners are teachers too! Both of these examples demonstrate how individuals bring their own knowledge, skills and experiences to the course, and these may actually exceed your own. It is a serious mistake to assume that you have the answers to everything – especially when your learners may come from very different education and training contexts.

It is also important to not assume that your learners learn in the same way that you do! It is especially important when demonstrating best practice to include all your learners in the learning process and remember that it **is** about learning rather than just about teaching in the lifelong learning sector.

LEAH, A TUTOR

Leah enjoys research and took part in a number of academic studies when she qualified for her teaching role. This is her first year as a teacher trainer and members of her teaching group are all experienced in their own vocational areas rather than in academic study. Under the impression that none of her learning group had any prior knowledge of teaching, Leah chose to lecture the group, seeing this as the most efficient way to convey a large body of knowledge to a group of learners. Using this one-size-fits-all approach Leah was happy that all learners would then have the basic knowledge required. She knew she had to check learning was taking place by asking questions, but did not appreciate that only one or two members of the group actually answered.

Leah had used an individual learning preference questionnaire at the start of the course, but failed to use this information when she planned the sessions. When Leah was observed by her line manager she was impressed with Leah's subject knowledge, use of PowerPoint® and well-structured sessions. However, her line manager failed to appreciate that the same approach was used for every session and that learners were not actually 'engaged' in the learning. This meant that the assessment activities became the responsibility of the individuals as there was little they could use from classwork when building portfolios.



**LINK**

The BTEC in Education and Training – resources website includes films showing a number of experienced teachers working with learners; these could form the basis of an assessment activity. Go to the Teaching and Learning section of the website to view these films: www.contentextra.com/edutrain/home.aspx.

To provide learners with the most effective way to learn from the example of qualified practitioners, you could do the following.

- 1 Include a number of different tutors for the delivery of the programme (but not so many that the students become completely disorientated!) By blending different teaching approaches learners are able to judge for themselves what works best with their own students.
- 2 Use specialists for one-off talks, e.g. a representative from the Basic/Essential Skills team to explain approaches they use with their learners when planning minimum core activities.
- 3 Use an assessment activity based on an observation of an experienced practitioner – either in their own subject (to consider skills they may use themselves) or in a completely different context (to improve awareness of the complex nature of the education and training sector). This is more effective than simply suggesting they arrange to observe an experienced practitioner as it becomes part of the assessment structure and carries more weight.

Understanding the levels in delivery

You need to refer to the specification guidance for the BTEC Level 4 Certificate and the Level 5 Diploma to understand the standards required to meet the qualification level. You will see that delivery for Level 4 and Level 5 is not dissimilar and it is primarily in the assessment that differences appear. The different delivery models are discussed in Section 1 of this guide, so when it comes to your delivery you need to put into practice your planned approaches, incorporating, where possible, your selected optional units.

As the Certificate includes both Level 3 and Level 4 units, and the Diploma includes Level 4 and Level 5 units, it is important to reflect the different levels in your delivery of each qualification as this will help your learners understand techniques and approaches that they can use, or adapt, with their own students. Learners should be aware of the importance of engaging with students in ways that encourages them to appreciate the differences between delivery techniques.

Specification guidance and levels

For both the Certificate and the Diploma you need to refer to the specification guidance for sample approaches suggested for **each** of the learning outcomes, for **each** mandatory unit. Not every aspect of delivery needs to be seen as 'Level 4' for the Certificate, or 'Level 5' for the Diploma. The best approaches begin with the lowest common denominator (Level 3 for the Certificate and Level 4 for the Diploma) so that you can engage all your learners at the start of the course at a common level, where they can all feel comfortable. You then increase your demands, and level of challenge, as you progress through your programme. The most obvious way to do this, through your delivery, is to be fairly prescriptive and directive at the start and then place more and more responsibility on the learners as you go on.

By the end of the Level 4 or 5 programme your learners should be taking responsibility for their own learning, making much more use of their own research, and becoming involved in peer teaching and assessment. By the end of a Diploma programme you should not be teaching, but acting more as a facilitator as, for example, your learners take responsibility for the teaching approaches in their specialist subject area.



For the Level 4 Certificate, sample delivery approaches suggested by the unit amplification in the specifications include those shown in Table 10.

Unit	LO	Delivery	Assessment
2	2	Review examples of scheme of work exemplars Directed research into own subject Practical activity – pairs or small groups, plus discussion	Scheme of work Course syllabus or specification Teaching practice portfolio
3	5	Directed self-evaluation of teaching practice plus written feedback from tutor (plus learners/peers) and directed reflective writing	Written assignment, plus observation report, sample resources, with evidence of individual research and referencing
4	1	Tutor presentation with awarding organisation documents plus small-group activities and whole-group discussion	Example(s) from practice, session plan (and evaluation) Table: assessment methods – strengths and limitations plus reflective activity

Table 10: Level 4 Certificate sample delivery approaches

For the Level 5 Diploma, sample delivery approaches selected from the unit amplification section of the specification (shown below in Table 11) include many similar approaches to Level 4, but there tends to be greater emphasis on learner-centred learning to the extent that the learners provide the teaching as well as responding to the learning!

Unit	LO	Delivery	Assessment
2 (L4)	1, 4	Tutor presentation Mind mapping Individual research Personal Learning Log	Research evidence including referencing Presentation – resources and notes Tutor feedback Individual reflective writing
3 (L5)	1	Tutor presentation Paired learner poster creation/ presentations on theories/ theorists Whole-class discussion	Written report Samples of learners' work Background research
4 (L5)	3	Tutor input Paired research Visiting speaker(s)	Case study with sample materials Individual written reflective activity

Table 11: Level 5 Diploma sample delivery approaches



LINK

Addressing literacy, language, numeracy and ICT needs in education and training is available to download on the Excellence Gateway website: www.excellencegateway.org.uk/node/12019.

Embedding Basic Skills through delivery

The specification guidance for the BTEC Level 4 Certificate and Level 5 Diploma in Education and Training provides information on how to incorporate the minimum core and Basic Skills in your delivery wherever appropriate. Information relating to the requirements for the minimum core, the knowledge and understanding of English, mathematics and ICT, and the personal skills expected of all teachers, is provided in the specifications (referring to *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*). These requirements relate to **both** the personal skills of the trainee teacher and the need to embed opportunities for their own students to develop the required skills.

There is often confusion between the minimum core, Basic Skills and Functional Skills. In reality they all relate to the same basic requirements that any individual will need in order to be able to function fully in society and in employment. With a functioning understanding of literacy, language, numeracy and ICT a more skilled workforce will be able to contribute more effectively to the national economy. The terminology 'minimum core', 'Basic Skills' and 'Functional Skills' comes from the slightly different sets of standards produced for specific target groups, for example the Minimum Core Standards are the minimum core of teachers' knowledge, understanding and personal skills required to fulfil their professional role. Sample activities are included in the 'Delivery' section for each unit in the specification, but Table 12 shows some examples for the Certificate.

Unit	LO	Minimum core
2	2&3	Small-group activity using the minimum core documents: 4 groups prepare an activity (1 x language, 1 x literacy, 1 x numeracy, 1 x ICT). Groups are then paired and the activity tested on the partners. Outcomes are fed back through small groups to the whole group, followed by tutor-led discussion. Individuals design own session plan to incorporate minimum core.
4	3	Individual mind mapping – opportunities for generating naturally occurring evidence that could be used in assessment, followed by whole-group discussion. The use of word storming or cascading can allow the group to come up with different ways in which the minimum core can be covered through both formal and informal assessment practices and adapted for practice.

Table 12: Sample activities for the Level 4 Certificate

The Diploma Level 4 *Unit 2: Teaching, Learning and Assessment in Education and Training* is the equivalent of the Certificate Units 2, 3 and 4, so the specification suggestions for embedding the minimum core in the delivery of this unit are very similar.

Learning for learners

Throughout the delivery of the Certificate or the Diploma it is the learning, rather than the teaching, that should be at the forefront of your mind as the qualification is pretty meaningless if learning does not take place. The aim is that the learning from the programme produces a permanent change in individual knowledge, understanding



and skills. Not only that, but the changes brought about should continue to help learners evolve, to adapt to changing circumstances and take responsibility for their own ongoing personal and professional development. That is the learning that we aim for through the Certificate or Diploma units.

Groupwork activities

One of the most effective ways of placing responsibility for learning firmly in the hands of the learners is through the use of group work as a means of delivery as well as a means of providing assessment evidence. Evidence may be developed in relation to roles, responsibilities and relationships in the Award, Certificate and Diploma. You can vary your delivery approaches through the use of pair work, and small-group and whole-group activities, in order to actively engage your learners in the learning process. This achieves many of the teaching goals through **active learning, sharing experiences** and learners taking **ownership for learning**.

The simplest form of group work is the use of small or whole-group discussions – simple in terms of planning and resourcing, but demanding in terms of management where you want to ensure the desired outcomes are achieved!



Following on from the case studies at the start of this section, here are some 'dos' and 'don'ts' when it comes to group work.

DON'T

Jay completed her introduction to the session on the importance of embedding core skills into teaching using examples from her own Essential Skills teaching. She instructed her learners to discuss their understanding of 'embedding the minimum core' in small groups and promptly started organising her resources for later in the session. After about 10 minutes she looked up and called across the room to one group to concentrate on what they had been asked to do. After 15 minutes exactly (according to her session plan) she called a halt – having to shout several times to be heard by the 'discussion' groups. She asked the whole group to share what they had found out about the minimum core but – after a collective silence – she summarised her own points on the whiteboard (with her back to the group)!



DO

Annie followed her introduction to the same session by organising the learners into four discussion groups, so there was a range of experiences of the minimum core in each. She allocated one of the main areas of literacy, language, mathematics and ICT to each group and gave them all 15 minutes to come up with examples from their own practice of where, when and how they could embed their allocated aspect of the minimum core. They would then nominate someone to feed back to the whole group, using flip charts to record their key points. During discussions Annie circulated – prompting and questioning the groups to help focus discussions. Following each group's feedback the learners circulated the room and gravitated towards a group whose ideas they felt best fitted their own circumstances. Annie's summary focused on how they could use the information as portfolio evidence.

More complicated groupwork activities can be used for assessment purposes – in creating a 'product', such as devising 'Group Guidelines' (see the Tutor Jay response to managing challenging behaviour on page 46). Producing resources offers an ideal opportunity for group work as you can combine different skills and expertise, and set a task for each group to either develop or adapt a resource for a specific task or learner. This also works well with the minimum core across the Certificate Units 2, 3, 4 and 5, and Diploma Units 1 and 2.

Group work can also be used for group presentations early in the Certificate or Diploma programmes. This draws together the skills, knowledge and understanding of a range of individuals, promoting team working, using individual specialisms and providing support for the more inhibited when delivering to peers. This provides an excellent foundation for individual presentations later in the programme.

Role play

Role play has been dealt with effectively in the delivery guide for the Level 3 Award in Education and Training on page 48 so is not dealt with here in any great depth – apart from a warning to use with care. Many learners (and tutors) are uncomfortable with role play so it needs to be relevant, well planned and efficiently managed.

Role play is very effective when used to illustrate communication issues and the importance of how to '*communicate with learners and learning professionals to meet individual learning needs*' (Diploma Unit 2, LO5, AC7). It is also useful for learners to practise on each other rather than practising on their own students – particularly when giving feedback. The easiest way to organise this is to have 'trios' – groups of three with a nominated speaker, listener and observer. Each speaker talks on a selected topic for a minute and the listener can either listen or be given a 'secret agenda' (appear uninterested, be irritated, keep interrupting, finish their sentences for them, etc.). The observer notes the interactions for later. After the allocated time, switch roles until everyone has had a go; then let the groups discuss their experiences. The trios then feed back into the whole group and a discussion follows where the learners come up with a list of positives and negatives in communication techniques.

Group work is one of the most positive aspects of delivery as it actively engages learners and offers them ideas they can consider using to vary and animate their own teaching practice. Learners need to develop the confidence to 'let go' in their delivery – recognising that they do not have to 'teach' for learning to be taking place.

LINK

The use of role play is included in the specification delivery guidance for the Level 5 Diploma, *Unit 1: Developing Teaching, Learning and Assessment in Education and Training* when it is assumed learners will be more mature and confident in the group.



Directed study

One of the most effective ways of focusing on 'learning for learners' is through directed study – such as individual research when preparing for presentations. This approach to delivery means that while you need to make sure you provide clear direction, the work and learning becomes the responsibility of the learner. At the start of the course it may be more appropriate for learners to share their skills and responsibilities through pair or small-group activities rather than individually. As confidence builds, more individual, challenging directed-study tasks can be set so that the learners are actively involved in their own learning and appreciate the value of this form of delivery. These are all approaches that learners can use and adapt with their own students – emphasising each individual's responsibility for their own learning.

By selecting approaches for your delivery that emphasise the importance of individual learning, such as directed study, you create opportunities for your learners to become self-motivated. Directed study provides learners with the opportunity to explore different aspects of the work so they are not just digesting information that you have provided. As long as they produce the evidence required of them, your learners can explore aspects of particular interest to them, so that they are more likely to be engaged and motivated. Being able to have control of one's own learning should be at the centre of learning. It helps learners feel that they have ownership of their learning, which makes it more meaningful and permanent, as well as providing tools they can use with their own students.

Evaluating own learning

By actively involving learners through your delivery approaches, you provide them with the tools they need for evaluating their own learning. These tools help them to identify their strengths and the need for clear targets for improvement. You can use this, through tutorials or professional discussions, as the basis for action planning so they can plan their own continuing personal and professional development. This is, in effect, empowering for learners and takes the responsibility away from you as tutor. This also reduces the risks of the 'blame mentality', where less motivated learners try to place the responsibility for their own learning on the tutor!

Differentiation to meet the needs of learners

It may sound odd, but it is best not to be too obvious when differentiating your delivery at Level 4 or 5. When you are seen to differentiate to meet the needs of an individual learner, it can make them feel singled out for special attention – and most adults will feel uncomfortable with this. It makes much more sense to 'differentiate' for the group (as is also addressed in Section 3 Managing assessment on page 63).

Differentiation through the Learning Cycle

Using David Kolb's Learning Cycle idea in practice (see page 25), you can differentiate via your delivery by using 'concrete experiences', which provide the basis for 'reflections', which can be turned into 'abstract concepts' prompting the need to 'actively test' – in turn creating new experiences. By taking your learners through the learning or training cycle as a part of your own delivery, you not only meet different learners' individual preferences at least once in your session, but you are also exposing them to the other approaches – thereby broadening their learning experience. You will



then be in a position of having demonstrated to your learners the value in using the approach when it comes to the learning outcomes and assessment criteria relating to their own session planning (Certificate Unit 2 LO 2, Diploma Unit 2 LO 3, Unit 1 LO 2).

Differentiation and scaffolding

Another way to differentiate for a group is using scaffolding that you remove over time. Scaffolding is a technique used for supporting learners – as well as buildings! By using a scaffolding approach in your delivery you will provide maximum support and guidance in the early stages so all learners are provided with the same framework. This will effectively mask any initial weaknesses learners may have at the start of the course (you will know what those weaknesses are as a result of the initial assessment, or from what learners included on application forms).

Many experienced practitioners will tell you to ‘Come in hard as you can always slacken off later. If you come in slack you can never harden off later!’ This applies to scaffolding – have a tight delivery to start with and gradually slacken off as learners gain confidence and begin to work more effectively as a group; this will allow you to provide support without singling anyone out. However, it is important to recognise that ‘hard’ is not meant literally! You do not want to frighten off learners right at the start of the course. Learners appreciate a clear structure, with guidelines and boundaries, so they know that their learning is well organised and they are in safe hands.

The use of scaffolding to promote differentiation is effective as many learners do not include their weaknesses when applying for a course, in case they are not accepted, so ‘anticipated weaknesses’ can be a sound basis for supporting progress.

However, there are situations where you will need to differentiate your delivery in order to recognise specific learning needs, as illustrated in the following case studies.

Specific learning needs – impaired hearing

Jan is profoundly deaf – but as she became deaf later in life she shows none of the speech impediments normally associated with profoundly deaf adults. This means that no one is really aware of her deafness and she is self-conscious when it comes to asking for help. To get around the problem her tutor sat down with her and together they came up with a coping strategy so that she could manage most of the taught sessions, and supplemented these when necessary with one-to-one tutorials. Jan relied on lip-reading, so whenever she had a teacher who stood in front of a window – or was backlit by the interactive whiteboard – she was at a complete loss. To support Jan, teachers just had to stand so they were lit from the front, not the back.

Specific learning needs – dyslexia

Nick had severe problems when it came to reading materials provided in class sessions – and this extended to any written work – but he was not aware of any specific reason for this. When he spoke to his tutor he was referred for testing and this revealed that he was dyslexic. At his request the only major changes in delivery were to offer him printouts using coloured paper **before** sessions so he could familiarise himself with the materials and not be seen to be different from others in the group. He was given more structured support when it came to assignment writing, but this was outside of the teaching group and allowed him to work normally with his peers.

Both of these examples illustrate the need to keep differentiation low key so your learners do not feel different – and yet specific learning needs are still met, just more discreetly.



Managing challenging behaviour

Just because you are teaching adults, do not expect that even your best-laid plans will always work out. Adults can be just as challenging as teenagers – and for pretty much the same reasons, such as when they are bored, frustrated or distressed. As some of the learners in your group may be in unfamiliar territory – possibly having been out of education for a while – there is a tendency for them to revert from adult to child mode – and some will behave accordingly. It is important to recognise the symptoms and take appropriate action – especially when the behaviour of one learner can have a negative impact on the rest of the group.

Some of the challenging behaviours are more obvious than others but all have the potential to interfere with the learning process – within the group as well as for the individual. You can **plan** to engage and motivate, but in reality you have to develop strategies that allow for alternative options, if the need arises.

Recognising challenging behaviours

- **Rob-the-red-herring:** He is basically bored and feels the sessions are not sufficiently challenging so he finds every opportunity to ask the tutor questions, usually at a tangent to the topic under discussion. The tutor is pleased to find someone 'taking an interest' and answers the questions posed. What the tutor does not realise is that Rob is constantly asking questions that are off-the-point and do not contribute anything to the topic! What makes the matter worse is that the other group members know what Rob is doing and are getting fed up with him.
- **Mark-the-malcontent:** Mark has been told if he wants to keep his job he has to complete the Diploma. Needless to say this has not put him in a very positive frame of mind so he will not take part in group activities and spends his time grumbling under his breath. Getting assignments out of him is next to impossible.
- **Neris-the-know-it-all:** Neris has been teaching with a training provider for a number of years but has not 'bothered' to get a qualification before now. She does not see any sense in attending classes as she feels she should have RPL (Recognition of Prior Learning) status because of her workplace experience. What she does not realise is that her employer is desperate for her to get the qualification because she is such a poor tutor and he hopes she will improve from taking the course. She does not pay attention to what is said and becomes very argumentative in discussion groups – so no one wants to work with her.
- **Deepti-the-depressed:** Deepti lacks confidence in her ability and although she needs the Certificate if she wants to become more involved in teaching, she will not contribute in class, has nothing to say in discussions and avoids any sort of activity that requires her to peer teach (even to the extent of being absent to avoid it).
- **Tutor Jay:** Jay found herself in a situation where not just one individual, but an entire group adopted 'challenging behaviours!' The whole group took to arriving late for sessions and drifted into the room in twos and threes, ignoring the tutor and talking among themselves. They passed sweets around in the sessions and were generally inattentive in class. They arrived back 15 minutes late from their break. They started packing up 10 minutes before the end of the session, putting away writing materials, handouts and books. Because the whole group was involved Jay could not single out one individual as the source of the challenging behaviour.



Dealing with challenging behaviours

- **Rob-the-red-herring:** Turn his questions back on him by asking for his point of view first. He will quickly realise his bluff has been called. Alternatively, ask others in the group what they think – and if they think his ideas are rubbish they will probably tell him once you give them the opportunity. Let them know you recognise what he is doing.
- **Mark-the-malcontent:** This is best dealt with through a tutorial where you can let Mark know that you understand how he feels, and can sympathise with his difficulties. By negotiating an individual action plan you can point out the naturally occurring evidence and break assignments into bite-sized chunks that reflect his teaching. This one-to-one approach can help Mark take ownership for his work in a way that could not be managed in a group context.
- **Neris-the-know-it-all:** Some may silence her by making her shortcomings obvious and embarrassing her, but this could back-fire if she claims discrimination, and is more likely to make her resentful. It is better to 'use' her during sessions – by asking for her experiences in practice and inviting her to talk to the group on a specific topic. If she is good this will improve her standing with others in the group and she will become better integrated. If she is bad she will either realise this herself, and think twice in future, or feedback from the group should help her recognise her shortcomings.
- **Deepti-the-depressed:** The temptation is to ask whether she ought to go into teaching. Is it only with peers that she feels inadequate (as she feels they are all far better qualified)? Small groupworking activities can provide the support of others when giving presentations, but the most useful tool here is teaching observation. In a tutorial situation you can acknowledge Deepti's strengths and suggest strategies for overcoming any difficulties in order to boost her confidence. Her peer group are likely to be the most supportive teaching group she will ever encounter!
- **Tutor Jay** needs to demonstrate a very good sense of humour! While the temptation is to revert more and more to the parent role, in response to the child-like behaviour displayed by the group, what she really needs to do is adopt an adult role and ensure the group does likewise. Rather than leave this to chance, the simplest solution is to involve the learners in negotiating their own 'Group Guidelines'. Ask them in groups to come up with two or three and then get the whole group to choose their top ten. Jay needs to make sure that time-keeping is in the top ten (it is usually close to the top) and this should eliminate most of her problems in one move. By negotiating with the group – and recognising that there is a problem that needs a solution – she could demonstrate her willingness to work with them rather than expect them to just do what she wants.

This is a useful topic to open a group discussion as all teachers and trainers have their own experiences to share when it comes to challenging behaviours among their own students. By giving the group **ownership** of the topic they can share strategies so that it becomes a more meaningful learning process. Just be sure that it does not develop into a 'grousing' session, where they gripe about all the challenging behaviours but do not come up with strategies for coping with them.



Recognising different approaches required for knowledge, understanding and skills

The BTEC Level 4 Certificate and Level 5 Diploma are both practice-based qualifications and when delivering these you must recognise the different contexts in which your learners will be teaching. The simplest version of Bloom's Taxonomy of Learning (see page 24) consists of knowledge, understanding and skills (at the more advanced level this is developed to include evaluation, analysis and synthesis). When a group of learners was asked to rank 'knowledge', 'understanding' and 'skills' in terms of goals for their own teaching practice, only Sarah (teaching A level Law) saw knowledge as the primary goal. Table 13 summarises the results.

Individual/Context	Primary goals	Secondary goals	Tertiary goals
Fran – horticulture lecturer – FE college	Understanding/ Affective	Skills/ Psychomotor	Knowledge/ Cognitive
Dave – engineering WBL – theory at FE college	Skills/ Psychomotor	Understanding/ Affective	Knowledge/ Cognitive
Ram – IT – community education	Understanding/ Affective	Skills/ Psychomotor	Knowledge/ Cognitive
Sarah – Law A level – FE college	Knowledge/ Cognitive	Understanding/ Affective	Skills/ Psychomotor
Hannah – flower arranging – self-employed, own premises	Skills/ Psychomotor	Understanding/ Affective	Knowledge/ Cognitive

Table 13: Using Bloom's Taxonomy to rank goals for teaching practice

The others in the group were split between 'understanding' and 'skills'. This is something that you need to consider in your own delivery – your learners are unlikely to share the same priorities as you when it comes to delivery and they will likely prioritise different aspects of learning.

Knowledge, understanding and skills – Don't

When delivering the Action Research optional unit to a Diploma group, Sayed decided to share his own knowledge and understanding of research techniques and lectured the group on this for six weeks. He addressed issues of finding a research 'question', using primary and secondary sources, analysing findings, drawing conclusions and presenting findings. Not once did he take the group to the Learning Centre, where there was a qualified library assistant with knowledge of research websites at her fingertips. Nor did he give them a chance to share or discuss their ideas in class. As he had a group of very practical teachers with vocational backgrounds, by focusing purely on the knowledge aspect he had 'lost' the group by the middle of Week 2 – but carried on regardless.

This flags up the importance of matching your delivery to what it is you want the **learners** to achieve by the end of the session, assignment or unit. Rather than making assumptions, you need to focus on the learning. As your learners distinguish



approaches that are related to particular needs or contexts, it is important that you do the same in your own delivery. This means it is appropriate to lecture when the delivery of a body of knowledge is required, but not when a practical skill is involved.

Knowledge, understanding and skills – Do

When delivering the same unit, Annie had learners researching possible topics for their Action Research prior to the start of the unit and she followed this up with asking everyone to give a brief presentation about their area of interest and how they planned to go about it. The group then had the opportunity to discuss their ideas and consider the viability of their proposed areas for research. The following week Annie organised for the Learning Centre library assistant to talk through the sources of information available online, which was followed by the group spending time in the Learning Centre.

Only by Week 4 did Annie choose to lecture – to explain the types of primary data collection the learners might employ. She then allowed the group to work independently until they had some primary data. Next she lectured again to explain the basics of statistical techniques and used evidence presented by individuals to demonstrate how the techniques could be used and what to do with the results. The learners then took away their research and completed their assignments.

The moral – use practical approaches for skills, use lectures for knowledge and use discussions or reflection for understanding.

Bloom's Taxonomy

Bloom's Taxonomy is a useful tool when selecting delivery approaches. Table 14 shows a number of action verbs that can be used in delivery. Additionally, there are many websites that offer lists of action verbs, such as www.businessballs.com/bloomstaxonomyoflearningdomains.htm.

Knowledge/ Cognitive	Understanding/ Affective	Skills/ Psychomotor
<ul style="list-style-type: none"> • Describe • Define • Recognise • Locate • Write • State 	<ul style="list-style-type: none"> • Prepare • Relate • Distinguish • Defend • Explain • Clarify 	<ul style="list-style-type: none"> • Make • Prepare • Produce • Change • Apply • Demonstrate

Table 14: Action verbs to use in planning different delivery approaches

Because Bloom's Taxonomy deals separately with evaluation, analysis and synthesis, these have not been included in the table, but would tend to act as refinements to these areas.

Planning your induction session

The BTEC Level 3 Award in Education and Training Delivery Guide provides an excellent starting point for induction – as the induction for one course is very similar to that of another. The aim is to integrate your learners as quickly – and painlessly – as possible and to encourage a feeling of ownership of their learning right from the start.



Check the Level 3 Award Delivery Guide, page 38, for points to consider beforehand, including activities and topics to discuss – such as ground rules, study skills, SWOT analysis, evidence gathering and reflective practice. Due to the difference in scale of the Certificate and the Diploma in comparison to the Award it is over-ambitious to try to cover all these aspects in a single induction session, so it makes more sense to focus on different aspects over several sessions.

Before the course begins

For the Certificate or Diploma it is important to gain as much information about your learners as possible before the start of the course in order to 'ease' them into the programme. This means that you need to establish your learners' needs and experiences, as far as possible, from their application form, questionnaires and/or an interview at the time of enrolment.

If you have a course handbook with details of the units, programme, assessment and course management, try to issue this to learners before the start of the course so they have the opportunity to read through it. This not only means that you do not have to read through it with them in the first session, but it reduces a considerable amount of paperwork needed in the induction session if learners have had a chance to familiarise themselves with the programme. You will, however, have to be very well organised and have the handbook ready at the interview/enrolment stage.

Artefact activity

Another pre-induction activity that helps to spread the load is to set learners the task of selecting an 'artefact' (something they feel represents them as an individual or the reason they signed up for the course) and preparing a three-minute presentation using the artefact to introduce themselves to the group during the induction session. By using the artefact you provide them with a prop to talk about and they feel less exposed. For example, learners could bring a souvenir from a holiday if they travel a lot, a favourite book or photographs of friends or family members who inspired them to take up teaching. The aim of this activity is to make learners feel they know a little more about the other members of the group than just their name and the subject they teach. This can help learners to decide who they can relate to, which can contribute to team working.

At the induction session

The first session gives learners their first impression of the course so you need to make this experience positive. Avoid overloading them with dull, dry information. Certain amounts of administration always have to be completed at the start of any programme, but try to keep this to a minimum and intersperse information with activities. 'Death-by-paperwork' is a common feature at the start of any programme – even when you do try to include activities – so spread the load wherever possible.

An important aim of the induction session for the Certificate or Diploma is to encourage the group to bond, as team work should be an element of all delivery at Levels 4 and 5. Individuals have to feel comfortable with their peers if they are to be able to contribute to sessions and also feel confident that you value their contributions. The induction session is the best opportunity for you and your learners to form a cohesive group. Bruce Tuckman may have devised his 'Forming – Storming – Norming – Performing' model of group development in 1965, but groups can be observed going through the same stages on any education and training programme today. The longer

LINK

See the Level 3 Award Delivery Guide for guidance on induction activities.



the programme, the more important the process of bonding becomes if you are to make the best possible use of the learners as a resource.

You can speed up the process during induction by getting people to introduce themselves and share experiences (as mentioned above), so they can identify with others in the group. They ultimately share a common goal so they need to recognise that they share other aspects of teaching and learning too – even if they have very different specialist areas or teaching contexts. This can be achieved, for instance, through the ‘show-and-tell’ approach using artefacts or the ‘Human Bingo’ activity described in the Delivery Guide for the Level 3 Award (page 39).

Sharing goals

Induction is about sharing goals – it is about ‘Where are we going?’ and ‘What do we need to get there?’. The route for the Diploma may be considerably longer, but your learners actually follow the same path for much of the way so they need to recognise, right from the start of the programme, what they will need to succeed and understand their own responsibilities in achieving their goal. Once the members of your learning group realise that they share the same goals they are more likely to support each other to achieve them – and peer working becomes an increasingly important part of your delivery.

Support with delivery: tasks

The Delivery Guide for the BTEC Level 3 Award in Education and Training states ‘Tasks designed to develop understanding must give learners the opportunity to process information that you have delivered’ (page 50). Tasks provide an interesting way to tackle knowledge, understanding or skills in an active – or interactive – way that places the emphasis on learning rather than teaching. Tasks may be individual, paired, small-group or whole-group and may involve (among other approaches) questionnaires, handouts, objects, games, discussions or activities. All tasks must be clearly explained – not just the process, but the hoped-for outcome – so learners can appreciate how the task will contribute to their learning (or assessment evidence).

The Teacher-Toolkit

An interesting task, that also contributes to team building, is ‘Designing An Ideal Teacher’ or ‘Teacher-Toolkit’. Learners are split into small groups and with the aid of a sheet of flip-chart paper and chunky coloured pens they have to design a ‘teacher’. Some will choose to draw and annotate a figure while the less artistic might use mind mapping. Learners should be encouraged to be as humorous as they like in order to get their points across. Figure 2, on the following page, shows an example of a Teacher-Toolkit.

Each group then has to ‘sell’ their finished product to the others in the class. By photographing their flip chart each learner can use it as a part of a reflective activity – and include it as part of their individual assessment evidence.

This can be used for the Certificate Unit 1 LO 1 and 2 and the Diploma Unit 1 LO 1 as a starting point for an individual reflective activity. By providing the opportunity for sharing views your learners can develop the skills and attributes raised and relate them to their own roles, responsibilities and professional practice.

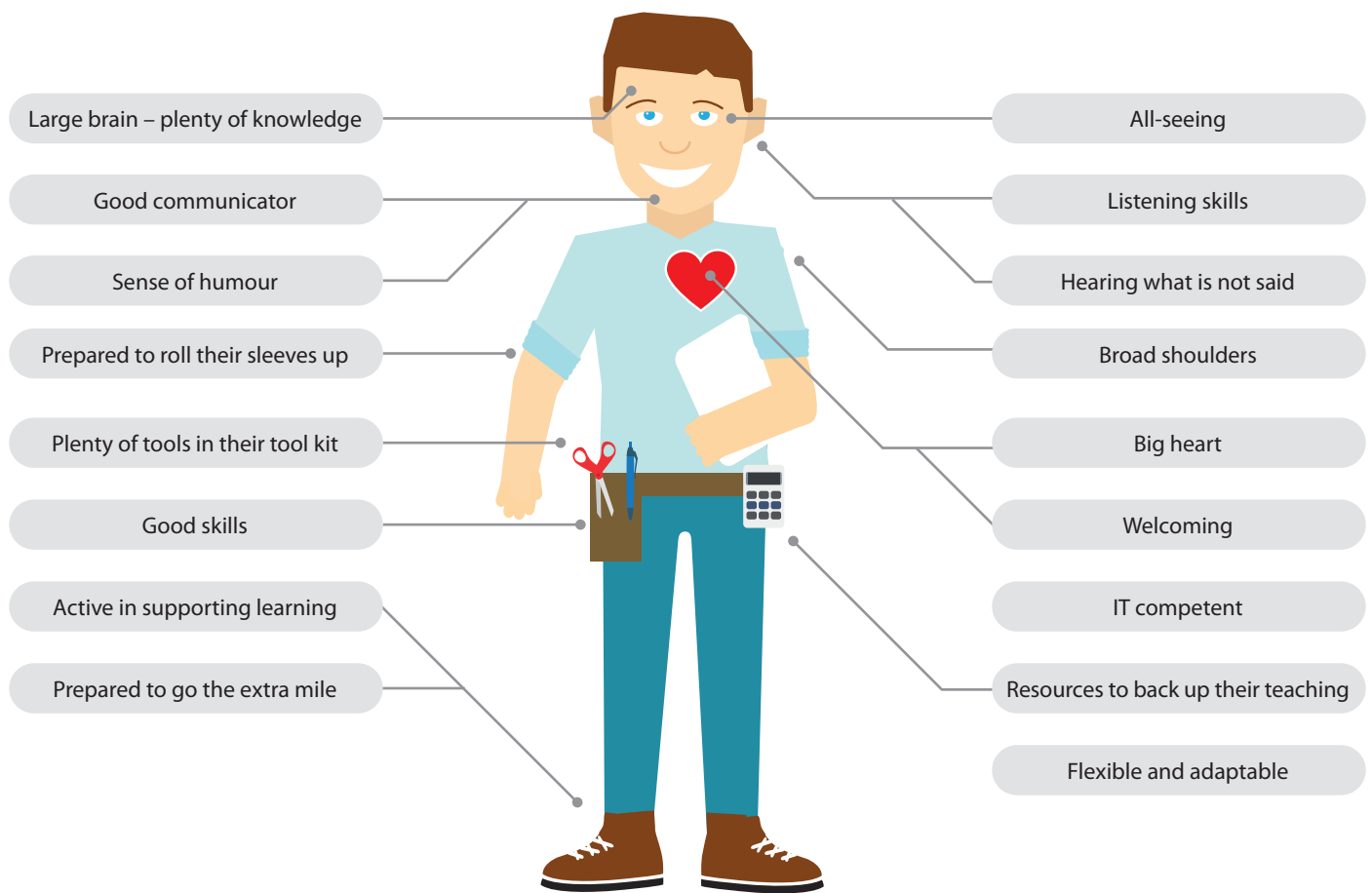


Figure 2: An example 'Teacher-Toolkit' figure

Support with delivery: learning activities

The 'Unit amplification' sections of the specifications provide a wide variety of possible approaches to delivery for every mandatory unit, assessment criteria and learning outcome, giving you a first port-of-call for assistance.

Each mandatory unit of both the Certificate and the Diploma includes a section on 'Delivery' under 'Information for tutors'. For the Certificate Unit 1 at Level 3 this can be addressed in a similar way to the Award; similarly for the equivalent content of the Diploma Unit 2 at Level 4, as seen in Table 15.

Unit	LO	Delivery – Level 4 Certificate
1	1&3	<p>Individual research: legislation, regulatory requirements and codes of practice; equality and health and safety. Sharing findings with the group through mini-presentations to compare and contrast their findings (as well as the chance to try out new skills).</p> <p>Alternatively: use of video clips to give learners an experience of real working practice followed by tutor-led group discussions drawing on experiences from different contexts in the group – followed up with tutor input to fill in gaps and individual reflective activities to record assessment evidence.</p>

**LINK**

Delivery approaches for the Diploma are dealt with in more detail in Section 4 on progression, page 98, as they provide a progression route for learners undertaking the Certificate and there are aspects of delivery that are more specific to the higher level qualification.

Unit	LO	Delivery – Level 5 Diploma
2	1&4	<p>Use the job description or ask learners to write a <i>real</i> job description to identify roles and responsibilities, including promoting equality and valuing diversity (including equality and diversity legislation in codes of practice); also produce a person specification for the role. Copies of legislation documents, etc. can be shared with peers through group discussions. The tutor should provide an overview and fill any gaps left by the composition of the peer group.</p> <p>To demonstrate analysis, learners should complete a piece of written work and include a bibliography and references. For this unit sources of information will include copies of legislation documents, regulatory requirements and codes of practice included in the teaching practice portfolio, as well as the job description and even their CV.</p>

Table 15: Delivery approaches for the Certificate and the Diploma

This level of guidance is not provided for the optional units beyond what is included in the specification 'Unit amplification'/'Delivery guidance' sections.

Study and research skills

It is important not to make any assumptions about the study skills of your learners, so you need to take time in your delivery approaches to incorporate opportunities to discuss the skills required to complete tasks or assignments. In this way all learners are made aware of your expectations. Learners may have been out of education for some time, or work in areas where study skills are less relevant, so they may not appreciate what is involved. At the other extreme is the learner who has recently completed a degree and has the tendency to go 'over-the-top' and produce work that is entirely inappropriate, such as a 5,000-word thesis rather than a 1,000-word evaluation.

There are a number of useful online resources that focus on different aspects of study skills, such as www.how-to-study.com/ or www.howtostudy.com/, as well as some excellent texts suggested in the specifications. The resources provided to accompany these Pearson BTEC in Education and Training qualifications include a Study Skills Activity Sheet (AS 14) developed from resources used in a number of centres. It can be found in the Induction section of the BTEC in Education and Training – resources website at www.contentextra.com/edutrain/induction/induction.aspx. It comprises a questionnaire where learners are asked to rate their current level of study skills as adequate or requiring development and also has suggestions for note-taking. In fact the self-assessment highlights the principal skills required and where learners identify a development need this should be used as the basis for a tutorial and action planning. This can be used as a class activity or as part of a Learning Log or personal development record.

Research skills

Study skills need to be further refined, particularly when tackling Level 5 written activities, which raises the issues of introducing research skills. Many learners panic at the thought of research – as it can be seen as a serious academic pursuit that is way beyond the realms of what they do in their teaching. In reality, every teacher or trainer has to research whatever they do – whether it is preparing a session, planning an assignment or finding out what is happening in their subject area. Because this is not formalised such activity tends to be under-rated.



The British Library provides a useful website for both teachers and learners at www.bl.uk/learning/cresearch/skills/creative.html. This covers all the essentials, including taking time to plan; finding a question that suits; exploring many kinds of (secondary) sources; quickly getting to relevant information; thinking analytically and imaginatively; collaborating with others and taking on other people's views (primary sources); presenting final ideas in inspiring and effective ways and using findings to solve a problem or make a difference.

www.infoplease.com/homework/researchskills1.html also covers the basics of structuring research. It is important never to make assumptions about the learning skills of adults as they have had different experiences and learning journeys. It is always safer to start from the basics and if anyone has a level of expertise (for instance, a recent graduate on the course may well have current research skills that are greater than your own) then use them.

The following case studies demonstrate differences in the skills, knowledge and understanding learners may bring with them.

Individual study and research skills 1

Aled came directly to the Diploma having just completed a degree in computer graphics in which he had produced a research project. He saw no sense in taking part in the preparation for Level 5 *Unit 8: Action Research* and didn't want to do it at all! He felt that he knew everything he needed to know about his subject – and no one could teach him anything. He effectively bullied the tutor into letting him off any of the preparatory work and he simply submitted his completed assignment on the due date. The result was a disaster – Aled's submission completely ignored the assignment brief, and was nothing to do with action research or education. Aled was furious at being given a poor assessment and claimed he was being discriminated against – though even he was unclear as to how! Eventually he understood that he should have attended the sessions.

Individual study and research skills 2

By contrast, Nadia came directly from completing the BTEC Level 4 Certificate in Education and Training and wanted to take her studies further, so she signed up for the Diploma. In the Level 5 *Unit 8: Action Research* optional unit she found the opportunity to work with a group of students with multiple learning difficulties, and researched their needs as well as following up on academic research into their underlying medical and psychological conditions. She worked with others in the Diploma group and found that she could help them with research skills while they helped her with classroom skills. The result was both an excellent piece of research and a useful contribution in the form of considering different classroom approaches with students with profound learning needs. She was able to offer her research to the Supported Learning team and helped with in-service training.

Building teaching practice and assessment into delivery

Teaching practice is not an add-on to the Certificate or Diploma, but should be seen as an integral part of the learning process. The same goes for assessment – and because of this you need to build both into your delivery from the start of the programme. This



does not refer to the use of **evidence** from teaching practice, which is dealt with in the next section on resources, but to taking time to deliver the aspects of teaching practice and assessment that are necessary if learners are to make the best possible use of the opportunities offered to them.

‘Teaching practice’ is not something that occurs spontaneously – even when you are likely to have individuals in your group who may be experienced teachers, tutors or trainers. Teaching practice is another learning experience and needs to be structured in a similar way to every learning session. You need to make clear to your learners that they do not just plan their sessions with an eye to what their students will get out of it, but what they themselves will get out of it. Setting up the teaching practice assignment requires you to take time to explain the need to focus on particular aspects of the learning process – so each session has a clearly defined goal. What really distinguishes ‘teaching practice’ from other teaching is the need to review, reflect on and analyse the outcomes so your learners learn from their experiences. Unfortunately, many experienced teachers no longer learn from their teaching experiences as it becomes harder when the process is so familiar to them.

When reviewing learning at the start of a session it is important to also build the assessment activities into your delivery. This means taking a little time to make sure learners understand what is required of them in assignments, know where to go for the resources they need and recognise where they need to draw on their own experiences from practice. By building assessment opportunities into your delivery you make it more meaningful for your learners so it becomes a part of the whole learning process rather than an add-on. This topic is further tackled in Section 4.

Resources

BTEC in Education and Training – resources website

You and your learners can access a range of innovative resources to support Pearson’s BTEC in Education and Training qualifications at www.contentextra.com/edutrain/home.aspx. **Remember** to pass on the log-in details to your learners at the start of their course. Our **free** resources cover a number of core skills and concepts, such as inclusion, reflective practice and assessment. Theory is brought to life through high-quality video clips, audio clips and interactive activities, which will really motivate your learners and help to engage them in discussion and reflection. Although designed for use with the Pearson BTEC Level 3 Award in Education and Training, these resources will also be of benefit to learners taking the BTEC Level 4 Certificate and Level 5 Diploma.

Resources, visual and audio tools

For tutors and trainers, the following materials are available:

- **activity sheets** and **handouts** to use in class – these help to reinforce key concepts and allow learners to demonstrate their knowledge and understanding
- high-quality **video clips** that show best practice in teaching, and tackle some of the areas learners may find more challenging. Real, relevant footage provides a rich source of topics for learners to observe, debate and discuss
- interactive activities for use with the whole class – **quizzes** can be used as a front-of-class tool to check understanding or reinforce learners’ knowledge. **Decision tree** activities are designed for front-of-class use and allow learners to consider a range of options and make decisions at each stage of a given situation.

Tutor login:

username: edutrain_tutor
password: tut6r

Learner login:

username:
edutrain_learner
password: learn3r



For learners, the following materials are available:

- a bank of engaging activity sheets, including case studies, reflective tasks and tips and guidance for best practice
- downloadable audio clips exploring key themes, such as reflective practice, observations, assessment, differentiation and evaluations
- video clips, including how to embed theory, and a number of clips from an interview with author and promoter of learner-centred teaching and learning – Geoff Petty.

These resources are intended to be a valuable addition to your delivery approaches. They should not only enhance the learning experience for your learners, but also show Pearson's commitment to supporting teachers and learners throughout the Certificate and Diploma, as well as the Award. All the resources can be used as a trigger, which then stimulates discussion or a follow-up task or activity. None of the resources are intended as a 'fixer' – where the resource does everything necessary – but are there to be used as a part of the learning process.

Using new and developing technologies

This is another example of teaching by example because your approach towards and use of technologies could serve to either encourage or deter your learners. For some it can be hard to keep up with changes in technology. As with selecting delivery approaches it is actually better to stick with those technologies you are comfortable with, rather than try something different, for the first time, in a teaching context. It is important to expose learners to the most up-to-date technology available and to make sure that you keep abreast of developments, but make sure you try these out first, before using them in front of your learners.

One of the most effective forms of delivery when it comes to new and developing resources is to use the knowledge, skills and experiences of your own learners (not in a 'can't-cope' way but in a 'let's-see-what-you-can-do' way). This can be linked directly to:

- Certificate *Unit 5: Using Resources for Education and Training* (Level 4)
- Diploma *Unit 1: Developing Teaching, Learning and Assessment in Education and Training* (Level 5)
- Diploma *Unit 2: Teaching, Learning and Assessment in Education and Training* (Level 4).

Using intranets

Most centres make effective use of an in-house intranet to complement delivery, to support both teaching and learning – many using some derivative of Moodle or other Virtual Learning Environments (VLE). Using Moodle allows you to provide learners with access to a wide range of resources online, as well as providing opportunities for selected hyperlinks to direct your learners straight to the websites you want them to access. You can also store extracts from literature, as well as copies of all your handbooks, assignments, session plans and handouts, so your learners can access the information whenever they need to – from as far away as they need to.

VLEs are not a one-way system because in addition to providing information to support learning they can also be used by learners to submit assignments and by tutors to assess and provide feedback online. Some VLEs are also able to 'log' the learners' activity, so you will be able to 'check' they are interacting with the resources or course content.

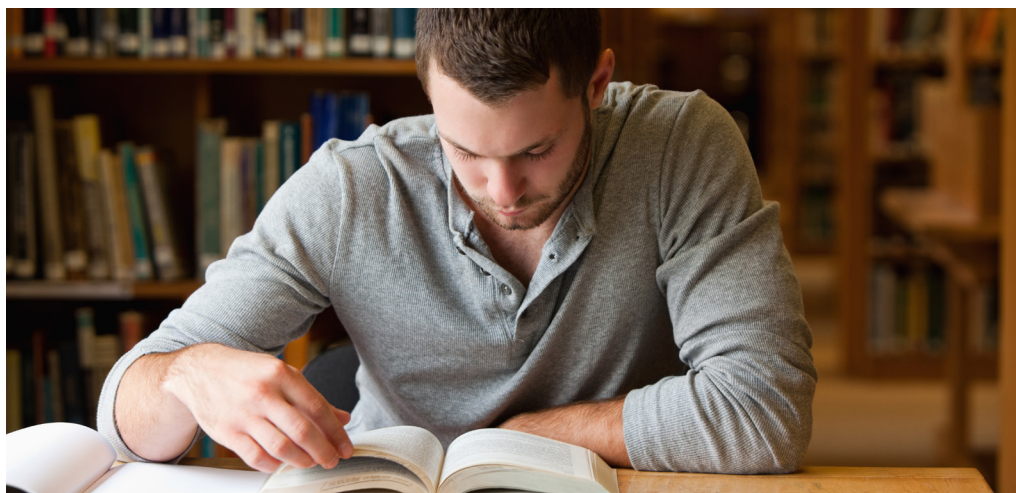


Using an intranet to manage learning

- Using a blended learning approach and an intranet connection, Derek was able to continue to work on his Diploma – even though his military battalion had been posted overseas.
- Tia was forced to take six weeks off work as the result of a car accident and was concerned that she would have to restart her Certificate course the following term. Instead she was able to access all the session plans and resources via the college VLE – and could continue to submit her assignments electronically and receive feedback from her tutor. She was even able to keep in touch with others in the group through the VLE chatroom.

Many VLEs also include chatrooms that have been specifically set up to provide learners with the opportunity to share ideas and concerns about their course. This is particularly useful if you use the blended learning model, which involves a large amount of directed study, as learners are able to have the social interaction that they would otherwise miss out on. There are some highly innovative ways of using a VLE, not only in connection with the teaching and learning, but also in supporting learners as a tutoring tool, where tutors have the time to support learners online when they would not be able to at other times. Another way of effectively supporting blended learning is for tutors and learners to use Skype™ to connect with each other regularly when not physically in the same place.

By using a VLE or other online communication tools in your delivery you can open up learners to a very much wider learning experience – as well as provide them with ideas for using technologies that they could incorporate into their own delivery.



Using learner experiences

The Certificate and Diploma are designed around individual learner experiences through their teaching practice, so it is essential that you draw on those experiences throughout your delivery. Learners need to feel involved if they are to be engaged and motivated – and this is just as true for the learners on the Certificate or Diploma as it is for the students they will be teaching in practice. You should **actively** involve learners by asking about their experiences and using these examples in your delivery. Using learner experiences will also help to add relevance to the topic and make it more meaningful for them.



Using learner experiences can be seen as a slightly risky approach – as discussions can shoot off at a tangent after you have carefully prepared the session. Despite this, it is important to recognise the importance of learner experiences and adapt your delivery to take these into consideration. You sometimes need to be responsive and reactive rather than proactive, and this means making more use of your learners in your delivery. The ultimate example of using your learners' experiences is by passing responsibility over to them for peer teaching. In this way you can structure the use of learner experiences so not only will they be sharing their experiences, in a meaningful way, but they will also be generating assessment evidence into the bargain.

Resourcing optional units – using the learners

Using learner experiences particularly comes into its own in the optional units. As a part of Level 4 optional *Unit 18: Equality and Diversity*, for instance, each learner has to review their own experiences. There is little point, therefore, in you trying to teach them all they need to know in order to achieve this. Instead you could design a task that directs learners towards the evidence so they can do the work. This is another example of how to balance your delivery with directed study in order to make the experience as meaningful as possible for each learner – and you will meet individual learner needs in the process.

The Diploma optional units offer ideal opportunities for using learner experiences. Through *Unit 8: Action Research* and *Unit 7: Action Learning to Support Development of Subject Specific Pedagogy* your delivery needs to focus on **enabling** the learner rather than **teaching** the learner – as it relies on each learner making the best possible use of their own experiences when identifying appropriate assessment evidence. You can focus your delivery on the **tools** the learners need, but the rest has to be drawn from their individual learning experiences to ensure relevance and contextualisation.

Linking delivery to teaching practice

We have seen how the Certificate and Diploma are designed around teaching practice so it is essential that individual learner experiences are drawn on throughout your delivery. In the early stages of the programme it is reasonable to assume that learners are less able to contribute because they lack teaching experience – although many Certificate or Diploma groups can contain experienced teachers. This is probably less true than in the past but you may still have individuals with experience of teaching or assessing.

When delivering educational principles you may often follow the model of 'statement – evidence – explanation', where you state the theory, provide some examples to support the theory and then explain the theory, using the evidence. (This is a bit like the principle of 'Say it once and they may hear. Say it twice and they will pay attention. Say it a third time and they will know it is important!') If the group is new you may need to offer examples from your own practice, but if you have done your research, and know your learners' teaching backgrounds, then you can direct questions towards individuals you know can provide better 'owned' examples from their teaching. This places the learning firmly in the camp of the learners and serves to engage and motivate – as the examples are real and meaningful. You can also draw on a range of examples from your group while your examples from your own practice are either limited or 'borrowed'. In this way the underpinning theory can have direct links to teaching practice and this can then be translated into assessment evidence in practice portfolios.



Use of case studies

Another way of ensuring that learners recognise the importance of teaching practice is through the use of case studies. Only **you** don't provide the case studies, your **learners** do. Individually, in pairs or in small groups, set a task for learners to prepare a case study based on their own teaching practice, in a specific learning context. They need to identify the main teaching approaches used, how they are used and why. They need to 'illustrate' this with examples of real students and explain how/why they adapt their approaches for particular students. They should then present their case study to the rest of the group. Following all presentations, you could lead a group discussion.

The case study can then be included as part of their assessment evidence in their portfolio and cross referenced to the appropriate assessment criteria. This approach can be used for the following units.

- Certificate mandatory units:
 - Unit 2: *Planning to Meet the Needs of Learners in Education and Training*
 - Unit 3: *Delivering Education and Training*
 - Unit 4: *Assessing Learners in Education and Training*
 - Unit 5: *Using Resources for Education and Training*
- Diploma mandatory units:
 - Unit 2: *Teaching, Learning and Assessment in Education and Training*
 - Unit 1: *Developing Teaching, Learning and Assessment in Education and Training*
- Many of the optional units, including:
 - Unit 28: *Understanding and Managing Behaviours in a Learning Environment*
 - Unit 26: *Specialist Delivery Techniques and Activities*
 - Unit 13: *Developing, Using and Organising Resources in a Specialist Area*

Using reflective practice

The ability of the learner to reflect on their own practice is probably the most powerful tool you have in education and training. Once you have developed reflective practice skills with your learners you will have empowered individuals to become autonomous learners. Every unit, in both the Certificate and Diploma, requires learners to 'explain', 'review', 'evaluate' or 'analyse' evidence. All of these require learners to be able to reflect on the information in order to come up with their interpretation, so reflection is an essential learning skill. The audio clip emphasises that this is a very practical and focused skill, making use of information in such a way as to improve understanding.

The 'What', 'So what?', 'Now what?' and the 'Learning Log' sections of the Delivery Guide for the Level 3 Award in Education and Training provide a brief introduction to reflective practice on pages 43 – 44 and 59.

Reflective practice is incredibly important for assessment. It is therefore essential that you make it an integral part of your own delivery. You could take the opportunity at the end of each unit to tell your group to produce a piece of reflective writing that summarises the way the learning from the unit can be applied to their own specialist area. Alternatively you could direct your learners, as a part of your management of the teaching practice requirements, to reflect on specific 'Eureka!' moments (when a session has gone particularly well) or 'Disaster' moments (when a session has gone particularly badly). For both of these they need to analyse not only the 'what', but also the 'who', 'when', 'where' and 'why' so that in the future they are able to reproduce the success or avoid the disaster.

LINK

For more information, listen to the audio clip, AUC1: Reflective practice, available at www.contentextra.com/edutrain/home.aspx.

LINK

The value of reflective activity as a source of assessment evidence is addressed in more detail on page 73.

**LINK**

The Delivery Guide for the BTEC Level 3 Award (page 53) covers some of the issues about reviewing that you need to encourage your learners to consider when planning their own sessions.

Reviewing sessions

By incorporating a variety of approaches to reviewing your own sessions into your delivery you will encourage learners to follow suit and develop reflective practice. The reviews should not just be simple self-evaluation, but should engage with your learners – who are the true judges of the success of a session.

You should avoid using a formal 'review' at the end of every session as this can become very prescriptive – and boring! The best reviews are those spontaneous comments that learners feed back when they have particularly enjoyed their learning (or not) and these are more difficult to 'capture', unless you report them in your own written evaluation (for use in future planning). Incorporating an opportunity for a whole-group discussion at the end of your session allows learners to identify their key learning and possible ways they might use this in their own teaching. Engaging the whole group means individuals do not feel singled out in making their comments and they may feel more free to express their views.

The best way to gain relatively spontaneous feedback is with the aid of anonymous sticky notes, which learners can place on a whiteboard. This can be divided into 'Things that went well' and 'Things that could be improved' and these comments can contribute to your planning for other sessions. This also provides your learners with possible approaches that they could incorporate into their own delivery – recognising the importance of the **learner** in the **learning process**.

Formal review sessions

Periodically you will need to include opportunities for more formal review sessions as a part of your organisation's quality assurance, such as at the end of the year, term, module or unit. These reviews can be seen as rather artificial and you do not always get a review that really reflects what the learners think. Some can try to be really positive and helpful while others can appear very critical (because there was something – often quite minor – that they did not like, so they come across as though everything was negative). On the BTEC in Education and Training – resources website there is an example of a simple end-of-course evaluation pro forma (HO13: Course Evaluation) that provides learners with the opportunity to review and feed back on the key areas of planning and delivery.

An alternative approach to reviewing would be to offer a grading system where you identify the topics you particularly want feedback on and ask learners to review and give a mark out of 6 (odd numbers mean learners tend to go for the middle value so as not to commit themselves). This is more popular with learners as they do not have to think of comments – positive or politely negative – and makes it easier when collating data to feed back into the quality assurance system. When used at the end of the course learners can see this as a waste of time – as they gain no benefit from their feedback on the programme. A much more useful approach is to use this at appropriate points during the course, so learners can feel that their views are valued and there is a chance that there will be changes (if changes are necessary) while they still have the opportunity to benefit from them.

Using the outcome of your review

Whatever your approach to reviewing, it is important to be seen to review sessions **and** to be seen to make changes as a result of the process, where appropriate. This will encourage your learners to recognise that reviewing is not just something they are told to do, but something that contributes, in a positive way, towards the learning experience. Analysis and evaluation are essential components of both the Certificate



and Diploma assessment criteria. Therefore the more regularly these skills are employed – such as through the use of reviews as part of your session delivery – the more central they will become to the teaching and learning.

Review your sessions – reactive

Lee found that the group were so caught up in the 'Design Your Own Tutor' activity, with each small group discussing their own experiences as learners, that he could not stick to his session plan. However, he decided that as there was so much informal learning happening he would let the groups continue the activity. This meant he did not have time for a tutor presentation about roles and responsibilities in teaching. He checked the assignment brief to assure himself that this was covered through individual directed study. Once the group had finished their designs and shared their ideas he then referred them to the assignment and set the research to be completed by the next session. In this way he had been flexible in his delivery and accommodated his approach to meet the needs of the learners.

Review your sessions – inactive

Sayed planned all aspects of his delivery for each session: beginning with a PowerPoint® introduction, following this with an activity and discussion, and concluding with a summary and review of learning. Using the same 'Design Your Own Tutor' activity as Lee he became frustrated about the time the learners were taking over their designs and the amount of discussion taking place in the small groups so terminated the activity, sticking to his original timings. Rather than allowing the whole group to discuss their own conclusions, he elected to review the learning himself through tutor talk for the remainder of the session without any reference to the work the learners had done. The result was that the learners felt their efforts had been wasted as they were not involved and this led to frustration and loss of attention. Sayed's review was therefore wasted as in effect he reviewed his teaching rather than the learners' learning.

By incorporating a section on session evaluation at the end of each session plan pro forma, you can encourage learners to review their own delivery in order to develop and improve their own practice. To help this process you should also be seen to be 'practising what you preach' by using your own review evaluation. This effectively brings you back to the point about teaching by example and David Kolb's notion of experiential learning – your learners are not only learning from their teaching practice and their assignments, but also learning from **you** – not just what you are teaching but their experiences of how **you** are delivering the learning.

Reviewing is not just a part of your delivery at the end of a session, but is a useful tool to encourage your learners to use at the start of a session. Best practice in teaching states 'Tell them what you are going to tell them, tell them, then tell them what you have told them!' Thus, you share your learning objectives at the start of a session. Perhaps even more useful is to engage your learners in a review of the learning from the previous session **first**. This means the objectives for the session make more sense in the grand scheme of things. Sessions should not be seen in isolation, so by reviewing previous learning and providing links to teaching practice and assignments, each session can become more meaningful as part of a whole, rather than being viewed separately.

The most important aspect of reviewing sessions for the individual teacher or trainer is to help identify any knowledge or skills gaps – for both you and your learners. In this way reviewing can be used to help with action planning and the development of best practice.



3

Managing Assessment in your Pearson BTEC Level 4 Certificate or Level 5 Diploma in Education and Training

Making assessment meaningful

To encourage your learners to make the best possible use of every assessment opportunity it is important to make it meaningful. The assessment process must not appear mystical or in the sole control of the assessor.

Beware – Case A

The tutor who has not yet got a firm grip on the assessment process and does not know what evidence is required for a unit. The tutor is forced to keep the assignments 'secret' until they understand what they are.

For assessment to be seen as meaningful, it needs to be considered as an integral part of the learning process rather than separate and different. You need to be well prepared and it is good practice to provide the assessment plan along with the scheme of work at the start of the BTEC Level 4 Certificate or Level 5 Diploma programme.

Beware – Case B

The tutor who feels they have to keep control over the assessment process and will only tell their students by drip-feeding on a need-to-know basis.

This represents a tutor who has missed the point of assessment – that it is for the purpose of **promoting** learning rather than just to provide statistics of learner performance. If assessment is to be viewed as meaningful, the learners have to be able to see how it fits alongside what they are doing and what value the outcome will be to their own learning.

Beware – Case C

The tutor who worries that if the students know what assessment they face in the year they will panic and not be able to cope.

In reality learners who have an overview of what assessment is required over the course (or the first year of a two-year Diploma course) are better able to plan their time efficiently and gather evidence more effectively. As the assessment of both the Level 4 Certificate and the Level 5 Diploma draws extensively on teaching practice (and not



just for the required teaching practice and observations – graded or otherwise) the assessment programme should be introduced alongside discussions of the teaching practice assignment. This allows learners the opportunity to gather naturally occurring evidence from their individual practice in a meaningful way, as the course progresses.

For the Level 4 Certificate, this can link together the practice-related units in a logical way that demonstrates that planning, delivering, assessing and resourcing are all a part of the teaching and learning process, as shown in Table 16.

Unit		Teaching practice evidence
2	Planning to Meet the Needs of Learners in Education and Training	Teaching practice portfolio: Session plans (with evaluation) Sample resources/assessment activities Observed session reports – minimum 3 written reports: 1 tutor, 1 subject specialist and 1 from either, at least one of which is graded using Ofsted standards.
3	Delivering Education and Training	
4	Assessing Learners in Education and Training	
5	Using Resources for Education and Training	

Table 16: How to link teaching practice evidence to Level 4 Certificate mandatory units

Many of the optional units also require evidence from a practical teaching context and these should be identified alongside the relevant mandatory units for the purpose of building valid teaching practice portfolios.

Teaching practice also provides essential assessment evidence for the Level 5 Diploma, as shown in Table 17.

Unit		Teaching practice – naturally occurring evidence
1	Developing Teaching, Learning and Assessment in Education and Training	Teaching practice portfolio: Scheme of work Session plans (with evaluation) Sample resources and sample assessment activities Observed session reports – minimum 8 – including tutor, subject specialist, line manager.
2	Teaching, Learning and Assessment in Education and Training	
3	Theories, Principles and Models in Education and Training	While teaching practice is NOT required for this unit, this should be used when reviewing and evaluating own practice.
4	Wider Professional Practice and Development in Education and Training	While teaching practice is NOT required for this unit, evidence MUST be drawn from practical teaching contexts in order to be meaningful – and contribute to individual CPD.

Table 17: How to link teaching practice evidence to Level 5 Diploma mandatory units



As with the Certificate, many of the Diploma optional units also require evidence from a practical teaching context and these should be identified alongside the relevant mandatory units for the purpose of building valid teaching practice portfolios. Examples are seen in Table 18.

Unit	Unit reference	Title
13	H/505/1090	Developing, Using and Organising Resources in a Specialist Area
24	L/505/0189	Preparing for the Mentoring Role
26	R/504/0229	Specialist Delivery Techniques and Activities

Table 18: Level 5 Diploma optional units that require evidence from a practical teaching context

Linking assessment to the requirements for teaching practice is a simple way of making assessment meaningful. Other ways include actively involving learners in the assessment process through self-and peer assessment. These approaches encourage learners to develop the skills that are important in the workplace, where they cannot rely on a tutor to support them through providing appropriate feedback. Another way for assessment to be made meaningful is by providing plenty of opportunities for learners to apply theory to their own practice. This could be demonstrated during teaching observations or during presentations made by learners during the course (see below).

Assessment can also be made more meaningful if it is built into class activities in a way that can be recorded to provide assessment evidence. One such approach is for learners to put together presentations, based on a specific aspect of their own practice, and for these to be used for peer teaching. Slides, resources and background research can then be presented as evidence. Some centres video these peer presentations and include the video evidence as part of the individual portfolio.

Whatever the approach, it is essential that your learners can see the relevance of the assessment activities and understand how they provide evidence of their learning.

Differentiated assessment

Differentiated assessment is assessment that has been adapted to meet different or specific learner needs. As with differentiation in delivery the best forms of differentiation are those that encourage all learners to work to the best possible standards. Opportunities for differentiated assessment are perhaps less obvious where the requirements are based on very specific assessment criteria and standards for the Level 4 Certificate and Level 5 Diploma. Although less obvious, the opportunities do exist and should be explained when planning your assessment strategy.

The easiest way to differentiate assessment is simply to provide different approaches to assessment. This is at the heart of BTEC qualifications – where centres are invited to design their own assessment activities to reflect their needs and the needs of their learners. This has been explained in the section on using multiple sources of evidence, for example teaching practice observations, presentations and reports.

LINK

For more information on differentiated assessment, refer to the BTEC Level 3 Award in Education and Training Delivery Guide, page 55.



Built-in differentiation

Another approach to differentiation for everyone would be to begin with simpler tasks, highly constructed and directive, and leaving little risk of deviation from the guidelines provided. Then as you progress through subsequent tasks you provide less and less direction – enabling learners to take more responsibility for how they provide evidence and what they do with their findings. This is a form of scaffolding that can be used to support learners in developing their own skills and competence.

Differentiation becomes more obvious where different learners progress at different rates. Some will be able to take responsibility for their own assessment activities more quickly than others. As they become more confident and capable they can then engage in peer teaching, to help others reach the same point. This approach differentiates assessment over time – but means you are using the same approach for all of your group, rather than differentiating for individual learners.

Different types of evidence

Assessment can be differentiated to meet individual needs by using alternative sources or different types of evidence (for example, more professional discussion or video evidence) but there does need to be evidence of Level 4 and Level 5 extended writing/ referencing.

Different types of assessment to meet specific needs

- For both visual-impaired and hearing-impaired learners it is possible to employ the skills of a qualified writer, or scribe. For instance, this approach has been used for a hearing-impaired learner who taught British Sign Language both in a FE college and for Adult Education. It was also used for a severely visually impaired learner, a teacher of IT for students with visual impairment, with voice recognition computer software used to help write assignments.
- A learner with English as a second language can be encouraged to use professional discussion as an alternative way of providing evidence for the first written assignment. This means they are able to gain confidence, through having the opportunity to discuss their ideas with the tutor, in order to then be able to submit subsequent work in written form once they have ordered their thoughts.



Producing evidence for assessment

LINK

Refer to the BTEC Level 3 Award in Education and Training Delivery Guide, pages 58–64 to cover the basics of producing evidence.

One of the simplest ways of making assessment meaningful is to draw from a variety of sources. In this way learners do not feel as though it is ‘assessment for assessment’s sake’ – as they can do when they have to write a 2,000 to 3,000-word essay for **every** unit – including the optional units. To adequately reflect the requirements of the Level 4 qualification – and even more so for the Level 5 qualification – learners do need to produce extended writing that is suitably referenced, but that should not be viewed as the only type of assessment evidence.

Formative assessment

The principle behind formative assessment is to provide individuals with feedback on an assessment of their performance in order for them to formulate strategies for improving – as opposed to summative assessment, which assesses the sum of their learning.

The use of opportunities for **formal** formative assessment can sometimes be overlooked when building portfolios of evidence for Level 4 or Level 5 – even to the extent that formative observation of teaching practice may be viewed as something separate and different. This attitude partly reflects the difficulty sometimes encountered in recording formative assessment, but there are a number of assessment activities that lend themselves to formative assessment (including the observation of practice). Another reason formative assessment might be overlooked is the need to address the Level 4 or 5 requirements in assessment. By using a blend of complementary assessment activities you can combine formative assessment with summative assessment (such as researched extended writing) for a well-balanced approach. Table 19 shows examples of formal formative assessment for the Level 4 Certificate.

Formative assessment	Unit/criteria	Assessment criteria	Assessment evidence
Professional discussion	Unit 2 AC 3.1	Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning	Written record or audio/video record
Individual reflective activity	Unit 3 AC 1.1	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners	Individual Learning Log/ Personal Development Journal
Witness statement	Unit 4 AC 2.3	Conduct assessments in line with internal and external requirements	Written statement

Table 19: Samples of formal formative assessment – Certificate

It is important, as mentioned elsewhere, to avoid viewing the Level 5 Diploma evidence simply in terms of extended writing. It is possible – and useful – to make use of formal formative assessment in the same way that you do for the Certificate. This is dealt with more fully in the section on progression.



Making use of multiple sources of assessment evidence

For the BTEC Level 4 Certificate and Level 5 Diploma you have the opportunity to identify a broader range of possible assessment evidence than for the Level 3 Award – especially when selecting the optional units, which reflect the specialist areas covered by your learners. As with other aspects of delivery and assessment you need to consider approaches that your learners can then use or adapt in their own teaching. Tables 20 and 21 illustrate some examples of assessment evidence.

Assessment approach	Description
Examples from practice	Learners should be encouraged to use teaching practice for gathering examples, particularly of resources and assessment activities that can be used not only to build their portfolio but also to reflect on their strengths and usefulness.
Extended writing	Essay or report, appropriately structured using correct language and punctuation as well as style of presentation. Range of references and bibliography to support statements.
Individual or group presentations	Background research notes, slides, session notes, group resources. (If group presentations are included it is advisable to observe and record individual contributions.)
Learning Log or Personal Development Journal	Learners need to be encouraged to reflect on the learning taking place and to 'capture' and use this evidence in order to evaluate their own performance, resources, assessment – and their own and students' needs. Recording this – focused on specific criteria – generates valuable evidence.
Performance observation	This is principally the teaching practice, but can also include observation of presentations, peer teaching, peer observations and observations of an experienced practitioner.
Projects	Wider and less structured than an essay or report these require independent research in addition to the use of recommended sources. Most projects will require primary as well as secondary source data and lead to a conclusion based on the evidence.
Tests	In order to ensure learners grasp the basics of underpinning knowledge, theory tests still provide the simplest approach but they do not test the learners' understanding unless the questions include distinctly 'problem solving' type questions.

Table 20: Most frequently used assessment evidence



When selecting the competence Learning and Development units, their specific assessment requirements should be met. Further information is available from the Learning and Development specifications on our website: <http://qualifications.pearson.com/en/qualifications/nvq-and-competence-based-qualifications/teaching-training-and-education/learning-and-development-L4.html>.

Assessment approach	Description
Class activities	These can be used as a focus for discussions and learners can produce materials, such as cue cards or flip charts. These can be captured in such a way as to be included as evidence.
Documentary evidence	It is essential that in building their teaching practice portfolio each learner gathers all possible documentary evidence from their teaching context. This can include policy documents, grievance procedures, initial assessment pro formas, induction procedures, assessment strategies, the course handbook, course evaluation pro formas, quality assurance strategies.
Professional discussion	Learners may demonstrate their practical skills through performance observation, but they cannot necessarily demonstrate their understanding. This requires the tutor to follow up observations with professional discussion. If appropriately recorded, e.g. written record/audio recording, this can be logged and submitted as evidence.
Tables, graphs, diagrams	A simple way to check learning is for learners to record findings as a table or diagram, such as a mind map. These can be included in the teaching portfolio where they can be related to specific assessment criteria.
Video evidence	Increasingly centres are including video evidence. This can be to support observations of practice, presentations, professional discussion or even group discussions/debates where key principles are addressed or where core skills are demonstrated.
Witness statements	Performance observation or professional discussion witness statements can be used to establish that evidence has been provided – and this is supported by someone other than the tutor/observer, e.g. through a supervisor in a work placement.

Table 21: Less frequently used assessment evidence

These less frequently used sources of portfolio evidence are a useful way of making the assessment process more meaningful as they include many of the ‘naturally occurring’ opportunities to gather evidence from practice without creating something specifically for the portfolio. Encourage learners to be creative and match evidence to context when finding ways of demonstrating that learning has taken place.



Whatever evidence is produced for a portfolio, you need to record this against the appropriate assessment criteria and provide a clear evidence trail. While you do not want your assessment to be entirely driven by the criteria, it is important that your learners appreciate the value of the evidence that they are gathering. This links back to the need to make assessment meaningful – by making sure learners appreciate the ways in which their evidence can contribute towards specific assessment criteria.

When it comes to assessment, you need to demonstrate best practice, so the brief must be simply laid out with a clear purpose. You need to identify the unit so learners can see how the assessment criteria you have selected for an assignment fit alongside other criteria in the unit. This is particularly important when you use the holistic approach and need to refer to more than one unit.

An assignment that is broken down into a series of tasks provides a more structured approach – and increases the likelihood of you receiving submitted work that meets what you have asked for. Each task should encourage the learner to make the necessary links between theory and practice and to **use** the theory to help explain their own practice. You should also take the opportunity when writing your own assignment briefs to link to other assignments and tasks so learners can recognise opportunities for cross referencing, rather than repeatedly reinventing the wheel. It is important, therefore, to make sure you know and understand the units and assessment criteria very well yourself.

All assignments requiring written evidence should include guidance for sources of information. Learners should be encouraged to add their own sources, but at least this gives them a starting point. Where you have resources on a local intranet this can be particularly useful. Another essential element of the brief is the required submission date as this encourages individuals to keep to the deadline.

Including a section for assessor feedback on the assignment brief means that you can refer directly to sections of the brief where the learner may have failed to achieve the required criteria. It also means that learners need to keep the assignment brief and the assignment together so they are more likely to follow the guidance provided. As a tutor, when providing assessment feedback it is much easier to refer directly to the brief.

Examples of possible assignment briefs are shown on pages 69–72 and 75–78 to demonstrate how approaches might differ between theory and practice, as well as the different contexts of a FE college or a vocational training provider. Whatever type of centre you work in, your standards verifier (SV) will want to see your assignment briefs and will also need evidence that they have been checked by your centre's internal verifier (IV).



Sample assignment brief: theory

Qualification	Level 4 Certificate in Education and Training
Unit number and title	2 Planning to Meet the Needs of Learners in Education and Training
Start date	21st October
Deadline/hand-in	19th November
Assessor	Sandy Land

Assignment title	Be able to plan inclusive teaching and learning in accordance with internal and external requirements
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Purpose of this assignment:

To help you understand and develop the skills required to plan inclusive teaching and learning in accordance with internal and external requirements in your specialist area, including:

- how to use your planning in order to meet the needs of all your learners
- ways in which you can adapt your teaching and learning plans to meet the needs of specific learners.

Task 1: AC 2.3

In order to understand how to use your planning to meet the individual needs of all your learners, you need to establish what those needs are and this requires research. In the tasks linked to assessment criteria 2.1 and 2.2 you have prepared a scheme of work and session plans that you will be using for your teaching practice observations, so refer to them so you can link theory to your own practice.

In class you have discussed Kolb's *Learning Cycle* and Honey and Mumford's *Preferred Learning Styles* as a way to plan variety into your sessions, and Bloom's Taxonomy as a way to vary approaches for *skills, knowledge and understanding*. These provide the starting point for your research, but remember these are just the starting point and you need to look at other theories so you can find what best suits your teaching – and your learners.

**Remember to make a note of ALL your sources when conducting your research so that you can find the information again and so you can include Harvard referencing throughout your work, with a list of references at the end.*

Use your teaching experiences **and** the results of your research to provide a written explanation of how you use your planning in your specialist area to meet the individual needs of **all** your learners.

N.B.

**Think about including how your planning includes issues such as differentiation and equality and diversity.*

**Think about how you structure your written work: Statement – Evidence – Explanation.*

**Think about your writing – check spelling and grammar!*

Approximate word count: 1,000 words

**Task 2: AC 2.4**

Task 1 looks at your planning for the whole group. Task 2 asks you to explain ways in which you can **adapt** those teaching and learning plans to meet the needs of **individual** learners. You may have specific learners in your group whom you can identify from the list below, but if not then invent a learner to help explain how you would adapt your plans:

- for a learner whose first language is not English
- for a learner who is dyslexic
- for a learner who has limited mobility when tackling practical activities
- for a learner with a hearing impairment.

Write up your conclusions as a table and include this at the end of Task 1 so that your conclusion to the written assignment includes reference to how you could adapt your plans if required.

Sources of information:

Beere, J. (2010) *The Perfect (Ofsted) Lesson*, Crown House Publishing ISBN 9781845904609

Petty, G. (2014) *Teaching Today: A Practical Guide*, (5th Edition), Oxford: OUP ISBN 9781408523148

Powell, S. and Tummons, J. (2011) *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS)*, (1st Edition), Learning Matters ISBN 9780857251022

Websites

www.contentextra.com/edutrain/home.aspx

www.geoffpetty.com

Evidence checklist	Summary of evidence required	Criteria met
Task 1	Written assignment – planning to meet learner needs	
Task 2	Table of ways to adapt plans to suit specific learner needs	

Tutor feedback	Action required
Signed: _____ Date: _____	
Learner response	Date for action/s
Internal verifier comment	Date



Sample assignment brief: practice

Qualification	Level 4 Certificate in Education and Training
Unit number and title	2 Planning to Meet the Needs of Learners in Education and Training
Start date	21st November
Deadline/hand-in	19th December
Assessor	Sandy Land

Assignment title	Be able to plan inclusive teaching and learning in accordance with internal and external requirements
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Purpose of this assignment:

To help develop and refine the skills required to plan inclusive teaching and learning in accordance with internal and external requirements in your specialist area through:

- devising a scheme of work in accordance with your organisation's internal policies and external standardisation requirements.

Task 1: AC 2.1

Research your specialist subject in order to identify the required content for the course/programme you are to offer. This may be an awarding organisation curriculum or the topics specified by your training provider or employer. These documents should be included in the annexe of your Teaching Practice Portfolio for future reference.

These documents will allow you to identify the aims of the programme (what you hope to achieve by the end of the programme) and the objectives (what you need students to do in order to achieve your aims).

Use the pro forma provided by your tutor to now complete the first boxes on your scheme of work.

Task 2: AC 2.1

Using the objectives identified in Task 1 you have the basic content for your programme. Find out from your line manager how long you have to deliver the programme – how many sessions and how long each session will be – and you can begin to plan.

- Start with simpler concepts and build up to more complex topics so that your learners have a chance to accumulate the knowledge, skills and understanding they need.
 - Follow a logical sequence so the programme makes sense.
 - Try to alternate 'heavy' topics with something a little lighter.
 - Plan to build in your assessment programme alongside your teaching.
 - Include extension activities so your learners see learning as a joined-up process.
 - Make notes of resources you will need to include in your planning.
 - Make notes of visits or extras that might make the learning more interesting/fun.
- You may have to make a number of changes before you are happy with your plan.

**Task 3: AC 2.1**

Use your plan to complete the scheme of work pro forma, including, in addition to the aims and objectives already added:

- timings/weeks/dates
- topic/subject content
- teacher activity, including practical activities/visits
- learner activity, including work-based learning/practical activities
- resources, including staffing and environment/rooming
- learning checks/assessment and assignment submission dates
- opportunities for Basic Skills
- review session/s.

If your organisation has its own scheme of work pro forma they need you to use, then make sure you let your tutor know this in advance.

Evidence checklist	Summary of evidence required	Criteria met
Task 1	Research materials – syllabus/curriculum/programme content	
Task 2/3	Completed scheme of work (with any additional notes if required)	

Tutor feedback	Action required
Signed: _____ Date: _____	
Learner response	Date for action/s
Internal verifier comment	Date



Evidence from reflective practice

Reflection has tended to be a very under-rated assessment tool. The importance of reflective practice is well understood – and appreciated – in all forms of delivering both the Certificate and the Diploma, but not always as a source of assessment evidence.

Eureka!

Aziz recorded a real 'Eureka!' moment in his learning journal when he tried an activity with a group of his students. Usually the lads in the group were too busy texting each other to get on with tasks in class until one day he found an activity that used an app on their phones and he immediately had their attention! They were falling over one another to prove how fast they could be in finding out information.

The question Aziz's tutor should now be asking is 'How can I enable him to use that journal entry to meet specific assessment criteria?'

Aziz's 'Eureka!' moment related to his reflecting on a change in approach and the response this prompted in his students. This clearly addresses some of the criteria within Unit 2 learning outcome 4 of the Level 4 Certificate, so Aziz could use his 'Eureka!' moment to provide evidence from his reflective practice, for example by incorporating it within a written assignment, an action plan or in his Personal Learning Log.



Instead of wasting learning opportunities like these, they need to be captured. When developing skills in reflective practice it is helpful to focus reflections – certainly in the early stages.

Focusing and structuring 'Eureka!' moments

Mark has produced a Learning Log for all his learners to complete for Unit 2 of the Diploma. He asks them to complete a weekly entry following each of his sessions, where they have to identify what they think they can take from the session to use in their own teaching.

He uses this as a focus for evidence for Unit 2 learning outcome 3 of the Level 5 Diploma – in particular *3.4 Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners*. He finds this helps justify reflective practice as well as showing how straightforward portfolio evidence can be!



By identifying specific aspects of a topic covered in your session, such as learners' needs, you can set a reflective activity to ask how well their organisation meets the needs of their learners.

Certificate opportunities for reflective practice are plentiful, as shown in Table 22.

Unit	Learning outcome	Reflective practice
2	4 – Be able to evaluate own practice when planning inclusive teaching and learning	SWOT Personal Learning Log
5	3 – Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	Self-assessment Personal Learning Log

Table 22: Opportunities for reflective practice in the BTEC Level 4 Certificate.

Diploma opportunities for reflective practice are also plentiful, despite the need to include the Level 5 standards of research and analysis. In reality the use of a reflective activity is an ideal medium for encouraging learners to consider their own practice in the light of underpinning principles and theories. There is no rule that says you cannot include research and referencing in a reflective activity.

Embedding assessment opportunities using holistic or integrated approaches

Holistic assessment is the most basic possible approach to assessment. A holistic approach allows you to identify and gather assessment evidence from across all units. It will also encourage your learners to take an overview of their own teaching and learning rather than being too caught up in the minutiae of the assessment criteria. The holistic or integrated approach requires you to consider the evidence required for the **whole** unit or qualification when planning teaching and assessment. Similar criteria crop up as a part of different learning outcomes, and rather than repeat evidence it is important to recognise how these can be linked or developed. It is also essential for learners to recognise the links between principles and practice, even when they are addressed in different units. More importantly an integrated approach to assessment means that you can avoid over-assessment, which is a guaranteed de-motivator for learners. When tackling the planning, delivering, resourcing and assessing in education and training you cannot avoid covering some of the same ground in some units, so it makes sense to build a core of common evidence and then to simply develop specific aspects, most relevant to each stage, whenever possible.

Ignoring the integrated or holistic approach results in duplication – time-wasting for both you and your learners. You do not really want to have to assess a learning outcome on the minimum core four times in the Certificate, when it can be addressed in a single activity to cover planning, delivering, assessing **and** resourcing. If your learners understand how and why you adopt an integrated approach to assessment it helps them understand the importance of using different assessment methods suited to the needs of the qualification and the needs of students. This can result in learners having a greater respect for the assessment process and a better understanding of the outcomes.

It is also important to try to match your assessment approaches to your delivery context. The following sample assignment briefs show how assignments can be amended for use in either a FE college or by a training provider.



Sample assignment brief: FE college version

Qualification	Level 4 Certificate in Education and Training
Unit number and title	1 Understanding Roles, Responsibilities and Relationships in Education and Training
Start date	21st September
Deadline/hand-in	12th October
Assessor	Sandy Land

Assignment title	The relationships between teachers and other professionals
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Purpose of this assignment:

To provide you with the opportunity to explore issues associated with your own practice and teaching context in order to help you to understand the relationships that exist between teachers and other professionals in your own area of education and training. You will need to use your research skills to gather documents relating to codes of conduct and staffing policies and procedures to support your findings as well as using the reference materials you have been provided with to help explain how things work in your organisation. You will be covering:

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

Task 1: AC 3.1, 3.2

Write an entry in your Learning Log to reflect on how your own teaching role involves working with other professionals – who they are and how or why you work with them.

Use the documents you have collected on your organisation's codes of conduct and staffing policies and procedures to help you explain the boundaries between your role and the other professionals you work with.

Refer to specific documents where appropriate and reference these.

Are there boundaries that are unclear where you might need to find out more?

Word count: c. 500 words

(Include your organisation documents as an annexe to your Teaching Practice Portfolio.)

Task 2: AC 3.3

Use the documents you have collected on your organisation's policies and procedures to help you draw up a table to list points of referral offered to meet the individual needs of learners. Aim for a minimum of four points of referral – ask a colleague if you are unsure as to what is on offer.

Against each point of referral explain when, how and why you might use **each** to meet the needs of your learners.

**Sources of information:**

In addition to the organisation documents you may also want to have a look at:

Beere, J. (2010) *The Perfect (Ofsted) Lesson*, Crown House Publishing ISBN 9781845904609

Gravells, A. and Simpson, S. (2010) *Planning and Enabling Learning in the Lifelong Learning Sector* (2nd Edition), Learning Matters ISBN 9781844457984

Petty, G. (2014) *Teaching Today: A Practical Guide, (5th Edition)*, Oxford: OUP ISBN 9781408523148 (supported by website materials available to download at www.geoffpetty.com)

Evidence checklist	Summary of evidence required	Criteria met
Task 1	Learning Log entry Supporting documents	
Task 2	Table of points of referral to meet the individual needs of learners plus Learning Log entry	

Tutor feedback	Action required
Signed: _____ Date: _____	
Learner response	Date for action/s
Internal verifier comment	Date



Sample assignment brief: training provider version

Qualification	Level 4 Certificate in Education and Training
Unit number and title	1 Understanding Roles, Responsibilities and Relationships in Education and Training
Start date	21st September
Deadline/hand-in	12th October
Assessor	Jem West

Assignment title	The relationships between teachers and other professionals
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Purpose of this assignment:

To help you to understand the relationships that exist between teachers and other professionals so that you can apply this to your own area of education and training. You will be covering:

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

Scenario

Alisha is new to training and is finding that her group of Essential Skills students are very hard to handle. They have come from local schools to the training provider where she works with very poor GCSE results and Essential Skills have been included as a part of their Employability course. They are poorly motivated and cannot see the point in doing Essential Skills! As a result they are disruptive and take advantage of Alisha's inexperience. She has tried everything she can think of and knows she cannot manage on her own and needs to turn to someone else for help.

- Who should Alisha turn to for help? As a trainer what other professionals are available to her?
- How could other professionals help?
- What are the boundaries between Alisha's role and those of other professionals?
- How can Alisha learn from this experience when planning for her next group of learners?

Task 1: AC 3.1, 3.3

Discuss Alisha's problems in your class group work. Use the flip chart you produce listing the professionals she could turn to for help as evidence in your portfolio. (Copy the chart so everyone has a copy.)

**Task 2: AC 3.1, 3.2, 3.3**

Use the list of professionals you think might have been available to Alisha to make up a table like the one below with at least **two different professional roles** and **two different points of referral** for individual students that Alisha could identify as needing specific support.

Make notes on how you think they could help and what you think the boundaries between the teaching role and the other professional role would be.

Professional roles/ Points of referral	Type of help, support or guidance	Boundaries between teaching and other professional role

Task 3: AC 3.1, 3.2, 3.3

In your Learning Log explain how you can use this information in your own role – working with other professionals or using points of referral to meet the individual needs of your own learners. Summarise how you will manage the boundaries between your role and other professional roles.

Evidence checklist	Summary of evidence required	Evidence presented
Task 1	Copy of groupwork flip chart	
Task 2	Completed table for two professional roles and two points of referral – help and boundaries	
Task 3	Learning Log entry	
Tutor feedback		Action required
Signed: _____ Date: _____		
Learner response		Date for action/s
Internal verifier comment		Date



Cross referencing evidence

Using holistic or integrated approaches to assessment, teaching practice and reflective practice means you must be sure your learners link the assessment evidence to the appropriate assessment criteria. This can be achieved through careful and specific cross referencing. As your learners will be using evidence from their practical teaching experiences to build a teaching practice portfolio this evidence needs to be cross referenced to the criteria in each of the units it relates to.



Your starting point for cross referencing needs to be the Certificate or Diploma specifications – Annexe D. The sample Portfolio building record sheets have been specifically designed for cross referencing where evidence can be matched to each learning outcome/assessment criteria. Table 23 shows just one example of how Units 2, 3, 4 and 5 of the Level 4 Certificate all have common evidence requirements.

Certificate unit	Learning outcome	Assessment evidence
2	LO 3	Minimum core – plan Minimum core – resources Minimum core – assessment Minimum core – evaluation
3	LO 4	
4	LO 3	
5	LO 2	

Table 23: Example of common evidence requirements of Certificate units

For the Level 5 Diploma, evidence for Units 1 and 2 represents the introduction and development phases of what is, in effect, the same unit. Therefore it is essential that your learners recognise this as a progression in knowledge, skills and understanding and not as discrete units for the purpose of assessment. Cross referencing in this case is key. This means that the evidence gathered over the two years can be brought together to form a coherent whole. Table 24 shows an example of common evidence requirements for Diploma units.



Diploma unit	Assessment criteria	Assessment evidence
2	3.1	Devise a scheme of work
1	2.2	
2	5.1	Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism
1	1.2	
2	2.1	Use methods of initial and diagnostic assessment
1	2.3	

Table 24: Example of common evidence requirements within Diploma units

Using Annexe D, the sample Portfolio building record sheets, means you can encourage your learners to locate evidence, wherever it is in their portfolio, rather than duplicate it. This means that you can engage your learners in reviewing and analysing the progression made between units, linking practice to principles and theory, by focusing on the requirements of the levels rather than repeating evidence already gathered.

Depending on the choice of optional units there are also opportunities to cross reference optional unit learning outcomes/assessment criteria to the evidence gathered for the mandatory units (see Table 25). Similarly this will allow learners to make use of existing evidence rather than simply duplicate what has already been achieved. Using these cross referencing ideas will also assist your standards verifier when checking portfolios.

Unit	Cross referencing	Links to
18: Equality and Diversity	This links to evidence of differentiation	Most units, e.g. Level 4 Certificate: Unit 1, LO 1 AC 1.3
19: Evaluating Learning Programmes	Every unit of the Certificate and Diploma requires learners to evaluate what they do	All units, e.g. Unit 4, LO 1
28: Understanding and Managing Behaviours in a Learning Environment	All teaching practice requires learners to provide evidence of managing behaviours in a learning environment, e.g. observation record	All practice-based units, e.g. Level 4 Certificate: Unit 3, LO 1

Table 25: Examples of where evidence for optional units can be cross referenced to that produced for mandatory units



Assessment activities

LINK

Examples are also provided in the specification for the Level 5 Diploma in Education and Training and this guidance is dealt with in the section of this delivery guide relating to progression.

Sample assessment activities have been provided in the BTEC Level 4 Certificate in Education and Training specification. It is important to study these activities before making any decisions about your own assessment strategy. They have all been based on tried-and-tested approaches from a range of contexts and then matched to specific assessment criteria, or groups of criteria. Every attempt has been made to ensure the sample activities make use of a range of approaches and different types of assessment evidence. Table 26 shows some examples of the range of assessment evidence.

Unit	Unit title	Assessment evidence
1	Understanding Roles, Responsibilities and Relationships in Education and Training	Job description Updated personal CV, Individual Learning Record/Personal Development Journal entry
2	Planning to Meet the Needs of Learners in Education and Training	Written report; could include slides with notes or a video presentation (plus word count)
3	Delivering Education and Training	Teaching practice portfolio: session plans, resources and assessment activities used in observed sessions and a minimum of three written observation reports – 1 tutor, 1 subject specialist and 1 of either
4	Assessing Learners in Education and Training	Observation report Assessment example(s) from observed session Sample completed assessment activity and assessment record
5	Using Resources for Education and Training	Personal Learning Log reflective activities Witness statements Personal action plan and personal development record

Table 26: Examples from the Level 4 Certificate range of assessment evidence

Common to the Certificate Units 2–5 are:

- evidence from teaching practice and
- evidence from individual evaluation and reflection on the teaching practice (with this evidence used to advise action planning and CPD).

These units are primarily practical and provide clear links between principles and practice. Learners need to appreciate the importance of capturing and cross referencing this naturally occurring evidence. In recording assessment evidence the links between units need to be made clear.

Where to find assessment activities for the Level 4 Certificate

The sample assessment activities in the BTEC Level 4 Certificate specification will help you to plan and manage your assessment strategy. These are detailed in Table 27.



Unit	Pages	No. of activities	Details
1: Understanding Roles, Responsibilities and Relationships in Education and Training	29–30	4	Offers a learner-centred way to tackle key aspects of legislation, regulatory requirements, codes of practice, role and responsibilities, working with other professionals, boundaries between the teaching role and other professional roles, and points of referral to meet the individual needs of learners.
2: Planning to Meet the Needs of Learners in Education and Training	42–43	6	Draws on practical evidence from individual teaching environments, using naturally occurring evidence, which is required as a part of the teaching practice requirement.
3: Delivering Education and Training	55–56	4	Focuses specifically on practical teaching evidence to establish and sustain a safe, inclusive learning environment; uses inclusive teaching and learning approaches, resources and assessments to meet the individual needs of students as well as minimum core elements.
4: Assessing Learners in Education and Training	71–73	5	Adopts a practical approach to the purpose behind the choice of the type of assessments used, how they can be adapted and how elements of the minimum core can be applied in the assessment. The evidence is drawn from a variety of evidence from practice: reflections, tables, sample materials and a written analysis (to address the Level 4 requirement for extended writing and referencing).
5: Using Resources for Education and Training	84–86	4	Links closely to the teaching practice requirements to select and adapt resources, and to select a delivery model to enable the best possible use of the resources.

Table 27: Assessment activities found in the Level 4 Certificate in Education and Training specification

To demonstrate the range of activities provided by the sample assessment activities, the first activity for Unit 1 (page 29) involves a problem-solving activity (the same activity used for the Level 3 Award). This approach provides a level playing field – so it does not matter whether learners have had experience of working in the sector before. It also means you do not have to worry about different practices or different workplaces, and learners can relate the learning to whatever context they happen to be in for their own teaching. By using a reflective approach the learners are focused on the key learning that needs to be demonstrated and the design of the assessment activity itself allows the assessment criteria to be clearly met by the evidence.

Designing your own assignment briefs

The qualification specifications for each unit of both the BTEC Level 4 Certificate and the BTEC Level 5 Diploma in Education and Training include examples of assessment activities that can be used to identify evidence that meets the requirements of the learning outcomes and assessment criteria. By engaging your learners actively in their own assessment process you are more likely to find that they recognise evidence opportunities more easily and have a better understanding of their own learning. After all, the aim is to achieve assessment **for** learning and not just assessment **of** learning!



To this end, if you consider opportunities for self- and peer assessment when planning your own assignment briefs, you will be building on the skills that individuals need in the workplace.

Guide to assignment writing

There is a *Guide to Assignment Writing* provided at www.edexcel.com/migrationdocuments/btec%20firsts%20from%202012/quick_guide_to_assignments_june_2014.pdf. Although this relates to the BTEC Firsts and Nationals, it covers the basics of assignment brief design.

LINK

Refer to page 48 for the example of active verbs used in three of Bloom's Taxonomy categories.

Assignment brief terminology

We have already discussed the importance of considering the different learning styles in relation to the acquisition of knowledge, understanding and skills (see the section on Bloom's Taxonomy). It is equally important to consider these issues in relation to designing assessment activities to ensure we address the specific needs of different aspects of learning.

Assignments for both the Certificate and the Diploma need to be written in such a way as to help learners demonstrate that they can identify and use relevant understanding, methods and skills in order to address problems. At Level 4 problems must be well defined, but **complex** and **non-routine**, and learners need to demonstrate that they can exercise autonomy and judgement within broad parameters as well as understand different perspectives or approaches within an area of study or work. At Level 5 this needs to be refined to include more **abstract concepts** and learners must demonstrate higher levels of understanding – drawing on Bloom's Categories of Thinking Skills: evaluation, analysis and synthesis. Designing your own assignments at Level 5 requires more focus on individual research and evaluation on the part of the learner to create the appropriate level of challenge.

Developing this idea further, the terms shown in Table 28 are widely used in assignments from the QCF. They are not intended to be prescriptive and can relate to assessment at any level – especially when you use blended, integrated approaches.

Terminology	Level	Interpretation
Account for	3/4	Give reasons for; explain why something happens
Define	3/4/5	Give the exact meaning of
Describe	3	Give the main characteristics or features of something, or outline the main events or stages
Compare/Contrast	4/5	Highlight and explain the main similarities/differences between two or more aspects, using underpinning principles
Demonstrate	All	Provide evidence of being able to do something in a practical context, or show knowledge
Differentiate	5	Distinguish between by considering the differences – not necessarily by contrasting



Discuss	4	Explore the most important aspects of and give arguments for and against; consider the implications of
Evaluate	4/5	Assess the importance or usefulness of something, using evidence
Explain	3/4	Make it clear why something happens, or give a reason or justification for why something is the way it is
Illustrate	3/4	Make something clear and explicit by giving examples or evidence
Justify	4/5	Provide arguments in order to make your point clear, and support your arguments
Report	4/5	Provide concise information in a structured format after studying the topic
Summarise	4/5	Draw out the main points only

Table 28: Terms used in QCF assignments

When writing your own assignment briefs you need to consider the range of opportunities for identifying evidence from individual teaching practice as well as from directed study. As has been stated elsewhere, do not place too much emphasis on evidence from extended writing as this fails to take into consideration the work-based learning nature of both the Certificate and the Diploma. In place of an essay, you could include research and presentation materials used in peer teaching, or a reflective activity (where you also ask learners to use referencing to link to practice).

Adapting to suit

Although we encourage you to design your own assignment briefs, the majority of centres do use the sample activities provided in the specifications, adapting them for their own learners. The sample activities have been 'borrowed' from a range of centres – from FE colleges (with large numbers of learners) to small work-based training providers (with just one or two work-based learning trainers). As emphasised in the specifications these assignments are just in outline form.

As we have already seen, the best assignment briefs include a pro forma for the assignment feedback so learners can immediately refer to the details in the assignment brief when reading your written assignment feedback. This also allows for the assessment criteria that have been met to be immediately obvious (to both learner and internal or standards verifiers).

Using naturally occurring evidence

Using the sample activities as your template, you can develop your own assignments in order to make the best possible use of naturally occurring evidence, make use of individual strengths and place responsibility for the learning, as well as the assessment, onto the learners. This is all part of the BTEC idea that learners need to be able to relate their own learning to practical situations in a meaningful way. By assessing by example as well as teaching by example you will be providing your learners with valuable tools and approaches that they can use in their own practice.



Internal verification of assignments

When writing assignment briefs you need to ensure that these are discussed with the internal verifier before issuing to learners. This means that you can be sure that the briefs reflect the organisation's requirements for assessment as well as those of the awarding organisation. On a more practical level it means your briefs can be checked to ensure you say what you mean and that they contain an appropriate level of guidance and referencing to sources of information. Remember that your standards verifier will be looking for evidence of this, too.

Presenting and delivering assignments

It is one thing having the most amazing assignments and assessment activities, but you need to ensure that your learners are engaged rather than overawed! It is easy to assume learners understand the requirements of an assessment activity because it has been written down in clear language, but unfortunately this is not always the case. Even when assignments have been checked by your internal verifier, there can still be room for misunderstanding and misinterpretation.

JUDITH

Judith, an experienced teacher trainer, has written assignments for awarding organisations as well as for numerous different qualifications. She is familiar with learning outcomes and assessment criteria and can write assignments across different levels and standards. She was confident in writing holistic assessment and produced an assignment brief for the Diploma *Unit 4: Wider Professional Practice and Development in Education and Training*.

Judith 'adapted' an assignment she had used previously – without cross-checking the current assessment criteria – and the error was not picked up by the internal verifier at the writing stage. When the external standards verifier saw the assignment he was concerned and felt that the learners could not achieve the learning outcomes or assessment criteria of the unit by following the assignment brief.

Some learners like to work methodically and logically. In assignment terms this means they like to work through units, learning outcomes and assessment criteria sequentially. Such learners are likely to be confused by the holistic approach – especially if it cuts across units as well as learning outcomes. To avoid the risk of confusion, you must ensure that you 'package' assignments thoughtfully so as to minimise the risk of confusion.

Good practice in assessment requires assessment criteria to be identified where they are met, but if you do this in all assignments you will have to pepper guidance with numbers, which contributes nothing to the assignment itself. Thus, you need to make your assessment strategy very clear from the very start of the course, along with the scheme of work and assessment programme. From an external standards verifier's standpoint, as long as the assessment criteria are clearly identified as 'met' – and there is a record of where the evidence is located – there is no need to continually flag up criteria.

The 'ideal' assignment clearly sets out what needs to be achieved (the outcome of the assignment) and then provides a number of tasks or activities that help the learner achieve the required results. Dividing an assignment into discrete tasks both manages



the workload and allows for a range of types of evidence. Time should be set aside in each session to point out links to the assessment activities so they can be clearly seen as an integral part of the learning process and learners have the opportunity to discuss the requirements with the tutor – and each other. This can serve to trigger ideas that learners can use for their assignments and you can take the opportunity to provide links to possible sources of evidence – as well as the recommended sources that should be provided with each assignment. Time can even be allocated in class to allow learners to discuss issues arising out of assessment activities so that they feel more motivated – as they can see that their tutor is committed to supporting their achievement.

Giving constructive feedback

LINK

Refer to the BTEC Level 3 Award in Education and Training Delivery Guide, page 67, for more information about constructive feedback.

Giving feedback is another example of where you can demonstrate best practice, as your learners will use their experiences from the course to model their own practice. You need to ensure that each individual is able to take something of your assessment practice away to use as one of their own teaching tools. There are a number of opportunities for providing learners with feedback throughout the Certificate and Diploma programmes. You need to make sure that you use these opportunities to provide learners with feedback that supports the learning process. It should also be in a form that, whenever appropriate, can be recorded and contribute to the evidence in their teaching practice portfolio.

Combining verbal and written feedback

It is not enough to just give verbal feedback on an activity as the learner may forget the points you made for ways they could improve their performance (particularly if specific assessment criteria are identified). Important verbal feedback needs to be supported – at the very least – with target setting or action plans that the learner can then use in developing their practice as well as their assignment. The best teaching practice portfolios are those that can be used as a reference document long after the end of the course, so the learners need to be able to refer to written comments.

Feedback

- 'Well done.'
- 'You could have done better.'
- 'You missed the point.'

Helpful feedback

- 'Well done. Well researched and appropriately referenced.'
- 'You could have done better if you checked your evidence against assessment criteria 2.1 and 2.2.'
- 'You missed the point in places as you spent too much time on your practice and needed to link this to theory.'



Constructive feedback

- 'Well done. Well researched and appropriately referenced. You have made good use of your own practice to apply the principles and raised some interesting points. Have you thought of asking a colleague how they would approach this situation?'
- 'You could have done better if you checked your evidence against assessment criteria 2.1 and 2.2 to help explain your choice of evidence. You have made some very good links to your own practice so that the theory is well supported with examples.'
- 'You missed the point in places as you spent too much time on your practice and needed to link this to theory. You need to research the principles to help explain the examples you have taken from your own practice. You need to check assessment criteria 2.1 and 2.2 against your class notes and resubmit this section by next week to make sure you meet these targets.'

PCP feedback model

The Delivery Guide for the Level 3 Award discusses the positive comment – constructive criticism – positive comment (PCP) feedback model – or feedback sandwich – commonly used to provide learners with the tools to learn from the assessment feedback. The idea of 'Medal and Mission' is also suggested – where you reward success and use this to set new targets.

There is the risk that learners take either of these models to heart in a way that makes them reliant on tutor feedback, rather than make the effort to consider their own strengths and areas for development. This is an aspect of the Level 4 and Level 5 assessment process that must be considered carefully. It is not unknown for learners to blame the tutor for their own failure because they were waiting for feedback! This is where the increasing levels of learners' autonomy between Level 4 and 5 need to be considered when designing assessment activities.

Using feedback for encouragement and support

Whatever approach you use when providing constructive feedback it is important that you use these opportunities to support and encourage your learners. By building confidence you should find them increasingly able to self-assess and to use this in their own action planning. Feedback should always be seen as triggering a change in practice and providing for action planning. This can take a variety of forms.

- 1 Verbal feedback to the whole group or small groups, e.g. following a collaborative activity.
- 2 Verbal one-to-one feedback, e.g. following a presentation.
- 3 Verbal one-to-one feedback, e.g. following a teaching observation – to leave the learner feeling positive until more detailed feedback can be provided.
- 4 Written feedback, e.g. using a formal teaching practice report pro forma to cover different aspects of teaching practice as well as providing an overview of strengths and areas for improvement, particularly where a grade has been given for performance.
- 5 Verbal one-to-one feedback, e.g. based on the points raised by a teaching practice observation **using the written observation feedback report as the basis for discussion**. This should begin with the learner being invited to provide their own verbal assessment of their performance, and the extent to which they feel they met the criteria.



- 6 Written feedback, e.g.
 - a on a single assignment to highlight criteria met and any areas for possible development
 - b for a whole unit, summarising the learning outcomes and assessment criteria covered by the unit.
- 7 Written summative feedback, e.g. to summarise the learning over the programme and set targets for applying the learning to practical contexts.

Assessment and feedback through teaching practice observations

LINK

Refer to the BTEC Level 3 Award in Education and Training Delivery Guide, pages 69–70.

Although the Level 3 Award Delivery Guide refers just to observation and feedback for the micro-teach session, the same principles apply to the assessment and feedback for teaching practice in both the BTEC Level 4 Certificate and Level 5 Diploma – with the added requirement for at least one observation to be graded using the Ofsted criteria – to meet Grade 2 standards or above.

The principal purpose behind the teaching practice observation is to provide you with an opportunity to focus your learners on reflecting on their own teaching practice – supported by feedback from tutors, who have either the teaching training experience and qualifications or those of their subject specialist.

Where observations occur as part of the organisation's quality assurance these may be used as a subject specialist observation, providing this is appropriate, the observer is a suitably qualified teacher, and there is clear and appropriate written feedback that can be included as portfolio evidence. This should represent no more than 50 per cent of observed sessions. Additional observations may be required to ensure all aspects are adequately covered or a range of contexts which might include:

- a number of teaching practice locations/settings/contexts
- teaching across more than one level
- teaching a variety of learners
- teaching individuals and groups
- experience of non-teaching roles
- gaining subject specialist knowledge.

LINK

See the Level 4 Certificate and Level 5 Diploma specifications for guidance on teaching practice requirements.

In terms of the Level 4 Certificate, it may not be realistic to provide access to all of these, for instance when working with individuals in a work-based learning context. For the Level 5 Diploma your learners will need to be able to demonstrate their teaching in a greater range of contexts such as across more than one level or subject or contrasting working with individuals and groups. As the success in the Diploma means full teaching status it would be unrealistic – and unprofessional – to allow anyone into the workplace who had no understanding of working with groups of students!

Familiarity with observation pro forma

It is essential to prepare learners for their observations by making sure they are familiar with the observation feedback pro forma. A simple way to achieve this is to use a sample pro forma as the basis for a group discussion so they have the opportunity to consider any issues beforehand and produce their own collective strategy for providing appropriate evidence (particularly when grading is to be used). It is important for your



learners to feel both ownership and responsibility for their teaching practice if they are to achieve the greatest level of learning from the experience.

One way to approach the assessment of the teaching practice requirement is to spend a session near to the start of the course explaining the whole of the assessment process alongside the delivery programme. You can then demonstrate how the teaching practice complements all other assessment evidence.

Negotiating observations

You should allow individual learners to negotiate each observation beforehand so they are able to select the day, time and location that will be the most helpful to them. The observer should be as unobtrusive as possible and create minimum impact on the teaching group. In special cases you may need to negotiate the use of participative observation with groups such as learners with special educational needs. Guidance is provided in the *BTEC Centre Guide to Assessment Level 4–7*, which covers ways that you can adjust assessment requirements to meet specific needs. The guide can be accessed at <http://qualifications.pearson.com/content/dam/pdf/BTEC-Higher-Nationals/BTEC%20Centre%20Guide%20to%20Assessment%20-%20Level%204-7.pdf>.

Observations of teaching practice – and especially the feedback from the observer – provide a crucial learning tool for each learner and should be followed up through action planning and CPD. This development of practice should continue long after the learner has achieved their qualification and is teaching in the workplace, so it is important for you to establish good practice as early as possible.

Meeting the grade in teaching practice observations

You cannot realistically expect anyone new to teaching, or even just new to the Education and Training qualifications, to be able to meet Ofsted Grade 2 standards right from the start.

The purpose behind teaching practice observations is to provide individuals with feedback on their strengths and from that positive baseline to then suggest areas for improvement. Through providing feedback from teaching observations, you aim to provide each learner with the tools required to be able to realistically **self-assess** – which they can then use to continue to develop and improve their own practice. In this situation the use of grading can be counter-productive and even damaging to potentially fragile self-confidence. It can also have the opposite – equally negative – effect, where the learner is only interested in their grade and ignores any other feedback, advice or guidance that you may be trying to offer.

Negative graded observation

Choi is a teacher of Tai Chi as a part of a Community Education programme. She has always wanted to share her love for the activity, but lacked the confidence to do anything until now. She has her first teaching observation on the Certificate programme and is very nervous. Although her group try to be really helpful to her it is a bit of a disaster. She knows she has not done well, but is devastated to be awarded Ofsted Grade 4.



Over-rated graded observation

Geri is secretary to one of the department heads in a college of Further Education, but has been asked to share her skills by lecturing part-time on one of the secretarial courses. She is experienced and confident in her job role and is able to bring these strengths to her teaching, but she does make certain assumptions about her teaching capabilities. She has an excellent teaching practice observation – meeting all the criteria as set out in the recording pro forma, although there were some issues – and achieves a Grade 2. When providing her with feedback her tutor tries to point out her shortcomings (such as not listening properly to students, and being a little abrupt in giving feedback), but once she realises she has achieved a Grade 2 that seems to confirm all her self-belief, so she is not interested in anything her tutor has to say. The tutor cannot realistically give Geri less than a Grade 2, but Geri will not develop and improve in her practice because she is not interested in receiving feedback.

The specification documents for both the Level 4 Certificate and Level 5 Diploma (Annexe A – the observation recording requirements) provide a summary of the criteria used for meeting the different Ofsted grades. The headings comprise Staffing, Planning and Delivery, Learning, Assessment, Functional Skills, Equality and Diversity, and Advice and Guidance. You need to make sure your learners are aware of, and understand, the standards required in order to meet the requirements for at least Grade 2. There are aspects of the grading that individuals will not understand – or not be responsible for – so it is important to consider using Annexe B, the sample observation pro forma provided in the specifications, as this converts the grades into specific and achievable elements of a teaching observation.

For further details see the Excellence Gateway website at www.excellencegateway.org.uk.

As the grading of observations can be viewed as intimidating by learners, grading should only be used later in the programme (after using a more supportive approach initially). This allows learners time to practise and develop skills. If learners fail to demonstrate at least Grade 2 characteristics, a further observation will be required once appropriate feedback and support has been given.

Using your own pro forma

Some centres use their own teaching practice observation pro forma as they do all teaching observations. This is seen as creating a level playing field for all teaching staff so learners are familiar with the approach to graded practice. It does provide a consistent approach across the centre, and ensures all assessors are working to the same (approved) criteria. The main risk with this approach is that it is not sufficiently flexible where inexperienced teachers or learners with specific needs are involved, and you can potentially lose very good teachers because they feel they cannot make the grade.

If you want/need to use grading for all teaching practice observations (if it is your organisation's quality assurance requirement) then negotiate with each individual learner to identify **specific aspects** of their session that are to be graded. This means you can achieve a Grade 2 by building up to it through 'practice' graded observations.



Using portfolio building in assessment

The specifications do not go into a great deal of detail on portfolio building so it is important to provide your learners with clear and explicit guidelines if you expect a quality product at the end of the programme. In fact **all** of the assessment criteria for the optional *Unit 26: Specialist Delivery Techniques and Activities* can potentially be met through a teaching practice portfolio, so it is an important tool for your learners to get right from the start.

Wherever possible, opportunities should be identified for naturally occurring evidence generated in practice. All trainers and teachers are required to keep some form of course files and these can be used as the basis for the teaching practice portfolio, without the need for creating additional evidence just to meet the assessment criteria. Table 29 shows the forms that evidence can take in the mandatory units of the Certificate and Diploma.

Evidence type	Mandatory Certificate units	Mandatory Diploma units
Specialist subject/course documentation	All	1, 2
Initial assessment pro forma/LNA/TNA (Basic Skills assessment?)	2	1, 2
Schemes of work/Course programme	All	1, 2
Session/learning plans	All	1, 2
Sample resource materials	5	1, 2
Sample assessment materials/completed assessment activities, learner records	4	1, 2
Observation reports	All	1, 2

Table 29: Forms that evidence can take in the mandatory units of the Certificate and Diploma

Completed portfolios should also include:

- learner self-assessment (personal development record, peer assessment and self-evaluation)
- witness statements – where/when appropriate, e.g. work-based learning
- records of professional discussions – where/when appropriate, e.g. following teaching practice observation
- written assignments
- research materials – as an appendix/annexe when used for quotes or to directly support statements/arguments.

You should also ensure learners include documentation reflecting organisation policies and procedures, quality management and relevant pro formas in the building of their portfolio of evidence. Where this does not contribute specifically to assignments it should be included as an appendix or annexe to support professional practice. It has become especially important for teachers and trainers to have an up-to-date awareness of issues such as health and safety, inclusion and current legislation, including quality management and auditing, if they are to be able to perform as effective professionals.



This also contributes to the CPD/CPPD (Continuing Professional Development/ Continuing Personal and Professional Development) and wider professional practice elements required for the Diploma.

Managing assessment evidence

Both the Certificate and Diploma provide examples of pro formas that have been designed for the ease of recording evidence. Your external verifier will need to see that all your learners have evidence that shows how they have met all learning outcomes and assessment criteria and achieved the required standards. Where holistic or integrated approaches are used it can be difficult to see where different assessment criteria for different learning outcomes – and even different units – have been met. Therefore it is the responsibility of both the assessor and the internal verifier to provide clear mapping that your learners are able to follow.

You should have a series of clearly numbered tasks/activities/assignments (or even tasks/activities within assignments). This means that as soon as each learner has achieved the task/activity/assignment this should be recorded on the individual's assessment record. When each learner has the assessment criteria recorded on their assignment feedback sheet (as shown in the examples provided in the specifications) you should keep a copy to file as your record of learner progress.

In order to record the achievement of **all** the learners within a group you need to transfer the **individual records** onto a **group record**. This ensures that you will have a record of achievement from the whole group and can identify any learners who may need additional support or guidance. It also means that you have a clear, auditable trail for your assessment records whenever your line manager, quality assurance manager or inspector needs to see the evidence.

Using your logging and tracking document allows you to select work for sampling during internal verification – whether assignment-based, unit-by-unit or at the end of the programme/year. You need to ensure that your learners are given clear guidelines for portfolio building if you are to have evidence presented in the best possible format for assessment and verification. This is also another opportunity for teaching by example – if your learners appreciate that you keep efficient records then they are more likely to follow suit than if they see you as disorganised.



4

Progression and the Pearson BTEC Level 4 Certificate or Level 5 Diploma in Education and Training

Bridging the gap between the Level 4 Certificate and the Level 5 Diploma in Education and Training

The qualification specifications state that learners who have achieved the Pearson BTEC Level 4 Certificate in Education and Training (QCF) can progress onto the Pearson BTEC Level 5 Diploma in Education and Training (QCF) and should have their prior achievement recognised.

For further information on the BTEC qualifications, please refer to the *Recognition of Prior Learning Policy and Process* and the *Credit Accumulation and Transfer Policy* which can be found on the Pearson website at <http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

If your learners have achieved the Level 4 Certificate in Education and Training (QCF) (or the Level 4 Certificate in Teaching in the Lifelong Learning Sector) they can transfer 20 hours of practice and 2 hours of observed and assessed practice towards the practice requirements for *Unit 2: Teaching, Learning and Assessment in Education and Training*, the Level 4 unit in the Pearson BTEC Level 5 Diploma in Education and Training (QCF).

What this means in practice is that you need to provide learners wishing to transfer their Certificate into a Diploma with a teaching practice log to record the additional hours required for the Diploma. You will also need to undertake at least one additional teaching observation to ensure parity (depending on your model for the delivery of the Diploma). Table 30 provides mapping of the Certificate units/LOs to the equivalent Diploma units, for example the Certificate Unit 2, LO 1 is identical to the Diploma Unit 2, LO 2. It's just that the Certificate Unit 1 cannot be included directly into the Diploma evidence.





Level 4 Certificate in Education and Training		Level 5 Diploma in Education and Training	
Unit/ LO	Learning outcome	Unit/ LO	Learning outcome
2/1	Be able to use initial and diagnostic assessment to agree individual learning goals with learners	2/2	Be able to use initial and diagnostic assessment to agree individual learning goals with learners
2/2	Be able to plan inclusive teaching and learning in accordance with internal and external requirements	2/3	Be able to plan inclusive teaching and learning
2/3	Be able to implement the minimum core in planning inclusive teaching and learning	2/7	Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning
2/4	Be able to evaluate own practice when planning inclusive teaching and learning	2/8	Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning
3/1	Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements	2/4	Be able to create and maintain a safe, inclusive teaching and learning environment
3/2	Be able to communicate with students and other learning professionals to promote learning and progression		
3/3	Be able to use technologies in delivering inclusive teaching and learning		
3/4	Be able to implement the minimum core when delivering inclusive teaching and learning	2/7	As above
3/5	Be able to evaluate own practice in delivering inclusive teaching and learning	2/8	As above
4/1	Be able to use types and methods of assessment to meet the needs of individual learners	2/6	Be able to assess learning in education and training
4/2	Be able to carry out assessments in accordance with internal and external requirements		
4/3	Be able to implement the minimum core when assessing students	2/7	As above
4/4	Be able to evaluate own assessment practice	2/8	As above
5/1	Be able to use resources in the delivery of inclusive teaching and learning	2/4	As above
5/2	Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning	2/7	As above
5/3	Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	2/8	As above

Table 30: Mapping of the Level 4 Certificate units/LOs to the equivalent Level 5 Diploma units



Comparing the structure of the Level 4 Certificate and Level 5 Diploma, one of the key areas of overlap is the minimum number of credits to be achieved through optional units. Once an optional unit has been achieved it does not need to be achieved a second time. Therefore, regardless of the transferability of the mandatory units, it may be possible to transfer the optional unit credits as this is APL (Accredited Prior Learning).

You will need to make sure, however, that the level of the Certificate optional units is taken into account. As described earlier, a minimum of three optional credits must be at Level 4 or above for the Certificate. For the Diploma, however, a minimum of 6 of the 45 optional credits must be at Level 5 or above. Therefore, as long as the learners achieve **at least one** Level 5 optional unit, any Level 4 optional credits from the Certificate can count towards the Diploma.

Table 31 sets out details of the requirements for each qualification.

Pearson BTEC in Education and Training (QCF)	Certificate	Diploma
Minimum number of credits that must be achieved	36	120
Number of mandatory credits that must be achieved	21	75
Number of optional credits that must be achieved	15	45
Minimum number of credits that must be achieved at Level 4 or above	21	-
Minimum number of credits that must be achieved at Level 5 or above	-	61
Teaching practice hours	30	100

Table 31: Requirements for each qualification

Ensuring standards – meeting the specific requirements of the Level 5 Diploma

For the detailed breakdown of the BTEC Level 5 Diploma in Education and Training, please refer to the BTEC Level 5 specification where you will find all the information required to prepare and plan your programme.

Structure of the BTEC Diploma

Of the 120 minimum credits required for the Diploma, 75 are from mandatory units and 45 are from optional units. Overall, a minimum of 61 of those credits must be achieved at Level 5 – 55 of these from the mandatory units. Because of the academic standards required to achieve Level 5, each unit has a considerably higher credit value and therefore the required number of credits is less daunting than it at first appears. Learners also require a minimum of 100 hours of teaching practice (including the sessions that are observed and assessed) to achieve the qualification.



Unlike the BTEC Level 4 Certificate, the Diploma does not include the Level 3 Unit 1 on roles, responsibilities and relationships, and instead incorporates similar issues as a part of the larger (Level 5) *Unit 4: Wider Professional Practice and Development in Education and Training*. Table 32 shows the mandatory units group for the Diploma.

Unit	Unit reference	Units	Level	Credit value	Guided learning hours
1	R/505/0923	Developing Teaching, Learning and Assessment in Education and Training	5	20	65
2	H/505/0912	Teaching, Learning and Assessment in Education and Training	4	20	65
3	A/505/0818	Theories, Principles and Models in Education and Training	5	20	60
4	J/505/0837	Wider Professional Practice and Development in Education and Training	5	15	50

Table 32: Diploma mandatory units group – all units must be achieved from this group

Diploma optional unit requirements

You can make your Diploma bespoke through the selection of optional units, which reflect the particular needs and contexts of your learners, and these can vary in both level and credit value. It is also possible to create a far more learner-centred approach, suited to the level, as many of the optional units involve independent directed study. This can leave you free to focus your delivery on aspects of the qualification that may be new or more challenging to learners.

Selecting optional units for the Diploma

The option choices range from the smaller Level 4 optional units, such as *Unit 23: Preparing for the Coaching Role*, *Unit 24: Preparing for the Mentoring Role* or *Unit 25: Preparing for the Personal Tutoring Role* (each worth 3 credits) to the Level 5 *Unit 8: Action Research* or *Unit 7: Action Learning to Support Development of Subject Specific Pedagogy* (each worth 15 credits). It is important to ensure that your choice of optional units for the Diploma reflects the needs of the occupational sectors that your learners serve, as well as the needs of your learners. You must also consider your own resources and ability to deliver the optional units if you are to make the best possible use of those resources (including your staffing).



One of the most common optional unit combinations for the Level 5 Diploma makes extensive use of naturally occurring evidence through involving the learner in researching their own practice. This forms a key element of their developing professional practice and links to the mandatory units (especially *Unit 4: Wider Professional Practice and Development in Education and Training*). Although some people are wary of using what are perceived to be academic approaches, many vocational trainers have reported finding this an excellent way to get to grips with the subject.

Table 33 shows a common combination of optional units.

LINK

For more information, see the reference to research skills in the section on delivering the Certificate and Diploma on page 52.

Unit	Unit reference	Title	Level	Credit value	Guided learning hours
8	T/503/5380	Action Research	5	15	50
7	M/503/5376	Action Learning to Support Development of Subject Specific Pedagogy	5	15	50
13	H/505/1090	Developing, Using and Organising Resources in a Specialist Area	5	15	50

Table 33: A common combination of optional units for the Level 5 Diploma

Table 34 shows an alternative, more practice-based possible combination, involving the minimum number of optional units.

Unit	Unit reference	Title	Level	Credit value	Guided learning hours
27	J/505/1096	Teaching in a Specialist Area	4	15	50
33	R/503/5385	Working with Individual Learners	4	15	50
13	H/505/1090	Developing, Using and Organising Resources in a Specialist Area	5	15	50

Table 34: A practice-based combination of optional units for the Level 5 Diploma

As only 6 optional credits must be at Level 5 for the Diploma, Table 35 shows another possible route that could make up the credit value with smaller units.

Unit	Unit reference	Title	Level	Credit value	Guided learning hours
27	J/505/1096	Teaching in a Specialist Area	4	15	50
33	R/503/5385	Working with Individual Learners	4	15	50



25	T/505/1093	Preparing for the Personal Tutoring Role	4	3	15
18	Y/503/5789	Equality and Diversity	4	6	25
29	L/505/1102	Understanding and Managing Behaviours in a Learning Environment	5	6	20

Table 35: A combination of small optional units for the Level 5 Diploma

This might suit a more practical, vocational bias to the optional units and potentially make assessment more straightforward, being in bite-sized chunks.

Delivery models – BTEC Level 5 Diploma

Because of the amount of content in the Diploma, it tends to be considered to be the least flexible when designing delivery models. Table 36 shows a sample programme in an FE college, non part-time over two years.

	Units	Assessment
Year 1		
Term 1 Weeks 1–10	2 Teaching, Learning and Assessment in Education and Training	Assignment 1 Learning Log
Term 2 Weeks 11–20	28 Understanding and Managing Behaviours in a Learning Environment 18 Equality and Diversity	Assignment 2 Assignment 3
Term 3 Weeks 21–30	33 Working with Individual Learners 25 Preparing for the Personal Tutoring Role	Assignment 4 Assignment 5
Break	27 Teaching in a Specialist Area	Portfolio assignment
Year 2		
Term 1 Weeks 31–40	3 Theories, Principles and Models in Education and Training	Research project 1 and 2
Term 2 Weeks 41–50	1 Developing Teaching, Learning and Assessment in Education and Training	Assignment 6 Portfolio
Term 3 Weeks 51–60	4 Wider Professional Practice and Development in Education and Training	Learning Log CPD records

Table 36: Sample Diploma programme



The Level 4 *Unit 2: Teaching, Learning and Assessment in Education and Training* **must be tackled first** as it provides the underpinning knowledge, skills and understanding and is the equivalent to the Certificate units (in the specifications the units are listed alphabetically rather than sequentially).

The optional units have been given a far higher profile in the Diploma as they represent a far larger investment in terms of credit value and guided learning hours (GLH).

The ordering of units in Table 36 shows just one possible example, but this can vary significantly from centre to centre. *Unit 4: Wider Professional Practice and Development in Education and Training* is potentially about **Continuing** Professional Development, but should not be overlooked as it can map a learner's progress from the **start** of the Diploma. It is possible to mix and match Diploma Units 1, 2 and 4 so learners are regularly reminded of the developmental nature of the qualification and their own practice. Through reflection and action planning, individuals are able to contribute to their own CPD.

Delivering Level 5 optional units

Once the necessary skills have been established, the Level 5 optional units can be almost entirely 'delivered' through directed study. These should reflect the Level 5 need for primary research, analysis and interpretation while drawing on evidence from their experiences teaching in their specialist areas. Directed study also better reflects the Level 5 assessment criteria. This is not only an appropriate delivery approach for the Level 5 options but provides just as effective strategies for tackling the Level 4 options – such as those dealing with coaching, mentoring and tutoring.

Full-time route for the Diploma

The Diploma can also be offered as a full-time programme over one year, equivalent to the PGCE programme in higher education. This model is shown in Table 37.

Weeks	Units	Assessment
Term 1 1–10	2 Teaching, Learning and Assessment in Education and Training 13 Developing, Using and Organising Resources in a Specialist Area 3 Theories, Principles and Models in Education and Training	Assignment 1 Learning Log Assignment 2 Sample materials Assignment 3
Term 2 11–20	8 Action Research 7 Action Learning to Support Development of Subject Specific Pedagogy	Research 1 Research 2
Term 3 21–30	1 Developing Teaching, Learning and Assessment in Education and Training 4 Wider Professional Practice and Development in Education and Training	Assignment 4 Assignment 5

Table 37: An example of a Diploma programme when taken on a full-time route



With the full-time, intensive Diploma programme you can adopt the more academic approach as you are in a better position to manage the learning process and will have more regular contact with learners to prompt and direct where necessary. With this model you front-load the information necessary for the teaching practice and then engage the learners in their own research before drawing together the learning from their experiences over the course and from the associated teaching practice (which is embedded between taught sessions each week, for example one day per week. With just 4 hours per week each learner will still amass 120 hours of teaching practice over just one year).

Blended learning approach for the Diploma

The rarest model for the Diploma is the blended learning approach. This is rare because it requires the very highest level of motivation on the part of the learners, as well as a considerable effort on the part of the tutor in amassing materials and providing support – such as through tutorials, emails, video-conferencing, and Skype™ tutorials and support. Table 38 shows a sample programme using this approach.

Weeks	Units	Assessment
1	3 Theories, Principles and Models in Education and Training 4 Wider Professional Practice and Development in Education and Training	Assignment 1 Learning Log Assignment 2
Distance learning	2 Teaching, Learning and Assessment in Education and Training Option 27 Teaching in a Specialist Area and 33 Working with Individual Learners 1 Developing Teaching, Learning and Assessment in Education and Training 13 Developing, Using and Organising Resources in a Specialist Area	Assignment 3 Assignment 4 Assignment 5 Assignment 6 Assignment 7
2	4 Wider Professional Practice and Development in Education and Training	Assignment 3 Learning Log

Table 38: A sample programme using a blended learning approach

This model creates difficulties with observing and assessing teaching practice, but there are innovative ways around this – such as through the use of the internet. It is unlikely that this approach will be used with a **group** of learners though it has been used successfully as a tailor-made solution for learners who are not in a position to attend classes on a regular basis, or who cannot commit a year, full-time, to the qualification. The occasions where it has been used very successfully have been with experienced teachers or trainers who understand the principles and have the skills, but require a formal qualification. This means they have no difficulty with providing evidence for the core units on *Teaching or Developing Teaching, Learning and Assessment in Education and Training*, and can focus on the other units. By selecting the more practical units it is also possible to draw more on individual knowledge and



experience, thereby minimising the need for teaching 'new tricks'.

This delivery model does look assessment intensive, but it is the only way to provide the structure necessary to ensure the learner keeps on track and continues to work within an appropriate timeframe in the absence of regular taught sessions. The emphasis is on the work-based learning aspect of education and training, and suits individuals who are teaching in vocational contexts, with plenty of naturally occurring evidence. You need to have excellent ICT skills and exceptionally rigorous management skills to adopt this delivery model effectively. This also requires a more confident individual learner who does not mind working alone, without the reassurance of being able to discuss issues with their peers. The learner will also need to be self-motivated, with good time management and organisational skills.

Embedding Basic Skills in the Diploma

LINK

The Diploma specification also includes some suggestions on page 57 of how to embed Basic Skills in the Diploma.

In addition to the advice and guidance provided in the delivery section of this guide, slightly different approaches can be taken in the Level 5 mandatory units when dealing with the language, literacy and numeracy (minimum core) needs of learners.

Level 5 *Unit 1: Developing Teaching, Learning and Assessment in Education and Training* requires a more challenging approach in order to bring it up to the standards required by Level 5. As learners will already have addressed the basics of the minimum core in their first teaching unit (Unit 2), you might choose to not include it in your **delivery** again. Instead of spending class time on embedding the minimum core, the alternative could be to set a directed-study activity, possibly to combine theory and practice. By the time learners reach *Unit 1: Developing Teaching, Learning and Assessment in Education and Training* they will have experience of this in their own practice and will be better placed to **make use** of their experiences and share these with their peers. As this unit is generally delivered at a later stage, the group will have bonded and will feel secure when sharing experiences and ideas. This is an excellent opportunity for peer assessment too.

Placing even greater emphasis on the individual learner you could also include it simply as an assessment assignment, requiring them to use examples taken from their own practice as evidence and then analyse their approaches in relation to the minimum core. If you have learners who, for one reason or another, have no opportunity to use the minimum core you could provide exemplar materials and have them analyse these. This can produce more thoughtful work and ideas in situations where members of the group find dealing with the minimum core somewhat difficult in their teaching or training. Table 39 shows one example of how to embed the minimum core into the Diploma mandatory units.



Unit	LO	Minimum core
2	7	Small-group activity using the minimum core documents: four groups prepare an activity (1 x language, 1 x literacy, 1 x numeracy, 1 x ICT) followed by each group feeding back to their peers, then whole-group discussion. This should be followed up with an extended activity – each learner adapts a session plan, resource and assessment activity, then analyses their own approaches.
1	6	Use of peer teaching, through individual presentations, with individuals using an activity they have prepared and reviewed collaboratively. Alternatively, this could be excluded from delivery, but approached through a problem-solving exercise, as part of directed study.

Table 39: How to embed the minimum core into the Diploma mandatory units

Delivering the mandatory Level 5 Diploma units

For the Diploma Level 5 *Unit 3: Theories, Principles and Models in Education and Training*, a more academic tutor-led approach has been suggested in Table 40.

Unit	LO	Delivery
3	1	All new knowledge should be discussed through tutor-led discussion highlighting links between theory and practice throughout the units. To create an appropriate level of challenge to stimulate learners to research approaches they can relate to their own practice, use paired presentations – with learners supporting each other. Learner-centred groupwork activities can be used – such as a ‘Sorting and Grouping’ activity using headings of constructivism, behaviourism and humanism. An extension activity could include paired discussion of specific session plans and evaluations from observed sessions, making links between theories and actual activities and approaches in the session (these could also be used as individual or peer reflective activities) supported with background reading and referencing. To stimulate the enquiring mind, tutor-led discussion helps learners to critique learning styles. Tutor-led discussion helps develop the analytical approaches required for Level 5.

Table 40: A suggestion of how Unit 3: Theories, Principles and Models in Education and Training could be delivered

Diploma sample assessment activities

Sample assessment activities can be found in the specification for the BTEC Level 5 Diploma in Education and Training in each unit. As you can see from the very different numbers of sample assessment activities detailed in Table 41, the approach to assessment evidence does vary – not necessarily in relation to the size of the unit, but in terms of the ways in which the evidence can be developed.



As Unit 4 offers assignments that are more over-arching – by having fewer, more generic, assessment activities – it allows the individual learner more freedom to explore their own learning, and learning contexts, when identifying evidence.

Unit	Title	Pages	Number of activities
2	Teaching, Learning and Assessment in Education and Training	59–64	8
1	Developing Teaching, Learning and Assessment in Education and Training	35–37	9
3	Theories, Principles and Models in Education and Training	83–85	5
4	Wider Professional Practice and Development in Education and Training	101–103	4

Table 41: Where to find Diploma sample assessment activities in the specification (remember the first unit is actually numbered as Unit 2 – being listed alphabetically)

Unit	Title	Assessment evidence
2	Teaching, Learning and Assessment in Education and Training	Presentation, resources and notes, including Harvard referencing Tutor observation feedback Individual reflective writing
1	Developing Teaching, Learning and Assessment in Education and Training	Scheme of work Sample diagnostic assessment activity Sample formative assessment activity Sample summative assessment activity Three sample resources
3	Theories, Principles and Models in Education and Training	Written report Samples of learners' work Background research
4	Wider Professional Practice and Development in Education and Training	Research documents Organisation documentation Preparatory notes/written summary/ Individual Learning Record/personal reflective journal

Table 42: Examples from the Level 5 Diploma range of assessment evidence

Table 42 clearly shows that evidence does not necessarily need to be in an essay format, even at Level 5 – for example, the first activity for the Diploma, in the sample assessment activities, uses individual research followed by individual presentations.

The use of individual presentations provides you, the tutor, with the opportunity to observe and feed back on 'teaching practice' (as this is a peer-teaching opportunity). This sample assignment also uses the opportunity for naturally occurring evidence from focused reflective activity. This means the learner can review their own performance and link this to the underlying principles through the use of Harvard referencing.



Producing evidence for assessment

Using reflective practice as assessment evidence

As has been dealt with in the previous sections, it is equally important to make use of reflective practice in the Level 5 units. This provides the learner with the opportunity to explore both the breadth and depth of issues. The most useful reflective practice is targeted – namely focusing in on specific aspects (and assessment criteria). Table 43 shows which learning outcomes link to reflective practice.

Unit	Learning outcome	Reflective practice
2	4 – Be able to create and maintain a safe, inclusive teaching and learning environment	Reflection in practice
4	5 – Be able to contribute to the quality improvement and quality assurance arrangements of own organisation	Self-assessment Individual reflective activity

Table 43: Units in which reflective practice can be used as assessment evidence

Formal formative assessment in the Diploma

The importance of using formative assessment to enable learners to ‘formulate’ strategies for improving has been addressed in the section on managing assessment, but it is important to realise that ‘simple’ formative assessment can be formalised to provide assessment evidence even for the Level 5 units, at least in part.

Formative assessment provides you with the opportunity to give learners constructive feedback on their performance so they can develop and improve their performance. As such, it is essential that you provide this feedback at a point in the programme early enough for them to be able to make changes. Summative feedback provided at the end of a unit is too late to have a great deal of relevance to the unit, and the learner would potentially have to juggle a rewrite of one unit while trying to keep up with the next. Formative feedback could be used to advise their actions in time for changes to be made to evidence prior to submission.

Table 44 shows samples of formal formative assessment using examples from the Diploma.

Formative assessment	Unit/criteria	Assessment criteria	Assessment evidence
Teaching practice	Unit 2 AC 5.6	Adapt teaching and learning approaches and resources, including technologies to meet the individual needs of learners	Record of feedback on observation of teaching practice
Individual reflective activity	Unit 1 AC 3.3	Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management	Individual Learning Log/ Personal Development Journal



Self-assessment	Unit 4 AC 1.1	Define the concept of professionalism and dual professionalism in education and training	Written evaluation SWOT analysis
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Table 44: Formal formative assessment evidence that can be produced in the Diploma

Ensuring challenge

At Level 5 it is especially important to ensure that all assignment briefs provide an appropriate amount of challenge to stretch and encourage learners, and to really use all the information to hand in order to evaluate and analyse. Having said that – not every assignment has to be a standard Level 5 essay. The simplest approach might be to design seven essay questions – requiring every learner to research, write and reference one essay for each unit. Not only is this repetitive, it is actually less demanding on learners' skills of analysis – and does not provide a very helpful model for them to use in their own teaching. Not only that, it fails on all levels in terms of demonstrating equality and diversity.

Designing for this more academic model of assessment – where one size fits all – does not take into consideration the needs of individual learners or the variety of contexts in which they work. It also fails to make use of learners' practical skills and aptitudes, seen particularly in vocational trainers, who inevitably make a proportion of any learners on the Diploma course, where they are excluded from the alternative PGCE route through lacking the mandatory qualifications. When designing your own assignment briefs this must be taken into consideration.

A strategy far more likely to ensure the required level of challenge that reflects the varied nature of the education and training sector is one that adopts a variety of approaches, using a range of skills – not just the ability to produce an academic essay. Reflective writing is challenging as it requires individuals to explore their own practices and attitudes in order to analyse what they do – and why. Similarly, researching for a presentation or report requires different ways of getting, analysing and presenting information in order to tailor the product for a particular purpose. These are all skills you need to help your learners develop as an integral part of the learning process as well as skills essential for professional development.

Sample assignment brief

The following sample assignment brief is based on the BTEC Diploma format. The front sheet identifies the unit title, the learning outcomes and assessment criteria covered, the task number and the location of the evidence along with the 'learner declaration'.

The assignment brief itself explains the purpose of the exercise and creates the scenario – namely a practice-based assignment requiring evidence from planning, preparing, delivering, assessing and evaluating real learning.

The assignment is broken down into five tasks, focusing on different groups of assessment criteria and requiring quite different forms of evidence. Task 1 is written theory, Task 2 is a planning activity, Task 3 includes a range of observations, while Task 4 requires examples taken from practice. Task 5 is the most analytical task, as it requires all the elements to be drawn together in a way that demonstrates evaluation, using this to inform future practice.



Sample assignment brief (Diploma Level 5)

Assignment front sheet

Qualification		Unit number and title	
Pearson BTEC Diploma in Education and Training		Unit 1: Developing Teaching, Learning and Assessment in Education and Training	
Learner name		Assessor name	
Date issued	Date completed		Submitted on

Assignment title	Developing teaching, learning and assessment in education and training
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LO	Learning outcome	AC	In this assessment you will have the opportunity to present evidence that shows you are able to:	Task number	Evidence (page no)
1	Be able to investigate practice in own area of specialism	1.1	Analyse the application of pedagogical principles in own area of specialism.	1	
		1.2	Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism.	1	
2	Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning	2.1	Use initial and diagnostic assessments to agree learners' individual goals and learning preferences.	2	
		2.2	Devise a scheme of work taking account of: <ul style="list-style-type: none"> • the needs of learners; • the delivery model; • internal and external requirements. 	2	
		2.3	Design teaching and learning plans that take account of: <ul style="list-style-type: none"> • the individual goals, needs and learning preferences of all learners; • curriculum requirements. 		
		2.4	Identify opportunities for learners and others to provide feedback to inform inclusive practice.		
		2.5	Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment.	5	



3	Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment	3.1	Analyse theories of behaviour management.	1	
		3.2	Establish and sustain a safe, inclusive learning environment.		
		3.3	Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management.	5	
4	Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning	4.1	Design resources that: • actively promote equality and value diversity; • meet the identified needs of specific learners.	2	
		4.2	Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners.	3	
		4.3	Demonstrate ways to promote equality and value diversity in own teaching.	3	
		4.4	Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression.	4	
		4.5	Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication.	5	
5	Be able to apply theories, models and principles of assessment to assessing learning in education and training	5.1	Design assessments that meet the individual needs of learners.	2	
		5.2	Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements.	3	
		5.3	• monitoring learners' achievement, attainment and progress; • setting learners' targets; • planning subsequent sessions; • recording the outcomes of assessment.	4	
		5.4	Communicate assessment information to other professionals with an interest in learner achievement.	4	
		5.5	Explain how own assessment practice has taken account of theories, models and principles of assessment.	5	



6	Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	6.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning.	5	
		6.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning.		

Learner declaration

I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.

Learner signature:

Date:

Unit number and title	Unit 1: Developing Teaching, Learning and Assessment in Education and Training		
Qualification	Pearson BTEC Diploma in Education and Training		
Start date		Deadline/ hand-in	
Assessor			
Assignment title	Developing teaching, learning and assessment in education and training		

Purpose of this assignment

The purpose of the assignment is to provide the learner with the opportunity to demonstrate the knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning.

It involves applying theories of behaviour management in creating and maintaining an inclusive learning environment and applying theories and models of reflection to evaluating own practice. It builds on work undertaken in *Unit 1: Developing Teaching, Learning and Assessment in Education and Training*, or the equivalent Level 4 Certificate or Level 4 Certificate in Teaching in the Lifelong Learning Sector.

It is essential to be able to demonstrate the development of knowledge, understanding and skills demonstrated in other units.



Scenario

This is a practice-based assignment and requires evidence from planning, preparing, delivering, assessing and evaluating education and training in an appropriate learning context. For this unit all learners must have the required access to a minimum of 80 hours teaching practice and must have the opportunity to evidence a minimum of 6 assessed observations of practice totalling a minimum of 6 hours to achieve this unit. (*Unit 2: Teaching, Learning and Assessment in Education and Training* contributes the remaining required 20 hours of teaching practice and the 2 further observations necessary for the Diploma.)

For these observations you must have access to appropriately qualified and experienced observers, either the programme assessors or a subject specialist from your own area. There is no transfer of practice, or of observed and assessed practice, from previously achieved teaching or training qualifications for the Level 5 units (only against *Unit 2: Teaching, Learning and Assessment in Education and Training* at Level 4).

In order to provide an appropriate level of challenge to learners in the assessment of this unit, alternative approaches have been adopted to encourage more in-depth analysis, responding to the need to develop an understanding of wider professional practice (see also *Unit 4: Wider Professional Practice and Development in Education and Training*).

Task 1: AC 1.1, 1.2, 3.1

Using practical examples taken from your own specialist area, analyse the pedagogical principles and theories of behaviour management that help you to evaluate the effectiveness of your use of creative and innovative approaches.

Word count approx. 1,500 words. Include Harvard referencing and bibliography.

Task 2: AC 2.1, 2.2, 4.1, 5.1

Based on the programme used for the SoW in mandatory *Unit 2: Teaching, Learning and Assessment in Education and Training*, develop and adapt this in order to create either:

1. a five day *intensive* course

or

2. an equivalent 30-hour *blended* learning programme.

This development of the selected delivery model must be in line with appropriate internal and external requirements and take into consideration the needs of learners.

As part of your programme, design **three** assessment activities that meet the individual needs of your learners and subject.

1. A diagnostic assessment activity to establish prior knowledge.
2. A formative assessment activity to check learning during this programme.
3. A summative assessment activity to establish the learning at the end of the selected delivery model programme.

Use the diagnostic assessment to agree and record at least **two** learners' individual goals and learning preferences.

To support the selected delivery model you need to design **three** different resources that:

1. make use of ICT to actively promote equality and value diversity, and
2. meet the identified needs of **two** specific learners:
 - one with English as a second language
 - one learner who is easily bored if they do not find work sufficiently challenging!

**Task 3: AC 4.2, 4.3, 5.2**

Undertake a separate observation of your teaching practice for **each** of the following specific aspects of knowledge/understanding/skills.

- Establishing and sustaining a safe and inclusive learning environment.
- Flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies.
- Promoting equality and valuing diversity.
- Flexibility and adaptability in using types and methods of assessment to meet assessment requirements.

Undertake **two** further observations of your teaching practice demonstrating the development of your skills and understanding to meet individual learning needs in your specialist area – covering as many of the following aspects as possible.

- Establishing and sustaining a safe and inclusive learning environment.
- Flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies.
- Promoting equality and valuing diversity.
- Flexibility and adaptability in using types and methods of assessment to meet assessment requirements.

*These **two** observations must also be graded (along with any **one** other selected for the purpose).*

Task 4: AC 4.4, 5.3, 5.4

Provide specific portfolio evidence to provide **two** examples, taken from contrasting learners, of each of the six categories in the list to demonstrate your use of assessment data in:

- monitoring learners' achievement, attainment and progress
- setting learners' targets
- planning subsequent sessions
- recording the outcomes of assessment
- communicating assessment information to other professionals with an interest in learner achievement
- communicating with learners, learning professionals and others to meet individual learning needs and encourage progression.

Be sure to blank out names to ensure anonymity.

Task 5: AC 2.5, 3.3, 4.5, 5.5, 6.1, 7.1, 7.2

Demonstrate your use of theories and models of reflection by evaluating the effectiveness of your own practice in your specialist subject area. You need to cover the different aspects of:

- planning
- delivering
- assessing
- maintaining a safe, inclusive teaching and learning environment.

in order to show how you have taken account of theories, principles and models of learning and communication.

Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning.

Analyse ways to improve your own subject knowledge and practice in planning, delivering and assessing inclusive teaching and learning.



Evidence checklist	Summary of evidence required	Evidence presented
Task 1	Written assignment	
Task 2	Teaching practice portfolio including: scheme of work, diagnostic assessment activity and agreed goals, formative and summative assessment activities, three sample resources	
Task 3	Teaching practice portfolio including: observation reports, session plans, resources, assessment evidence – Observations 3, 4, 5, 6, 7, 8	
Task 4	Teaching practice portfolio including: a total of 12 examples of assessment data taken from practice to cover the required range	
Task 5	Individual Learning Record: reflective writing supported by research evidence	

Sources of information:

Books

Beere, J. (2010) *The Perfect (Ofsted) Lesson*, Crown House Publishing ISBN 9781845904609

Brookfield, S. D. (1995) *Becoming a Critically Reflective Teacher*, Jossey-Bass Higher and Adult Education ISBN 9780787901318

Gadsby, C. (2012) *Perfect Assessment for Learning*, Independent Thinking Press ISBN 9781781350027

Gould, J. (2012) *Learning Theory and Classroom Practice in the Lifelong Learning Sector* (2nd edition), Learning Matters ISBN 9780857258175

Gravells, A. and Simpson, S. (2010) *Planning and Enabling Learning in the Lifelong Learning Sector* (2nd edition), Learning Matters ISBN 9781844457984

Kidd, W. and Czerniawski, G. (2011) *Successful Teaching 14–19: Theory, Practice and Reflection*, SAGE Publications Ltd ISBN 9781848607125

Petty, G. (2009) *Evidence-Based Teaching: A Practical Approach* (2nd edition), Nelson Thornes ISBN 9781408504529

Roffey-Barentsen, J. and Malthouse, R. (2009) *Reflective Practice in the Lifelong Learning Sector (Achieving QLTS)* (1st edition), Learning Matters ISBN 9781844451845

Tummons, J. (2012) *Curriculum Studies in the Lifelong Learning Sector (Achieving QLTS)* (2nd edition), Learning Matters ISBN 9780857259158

Wallace, S. (2010) *The Lifelong Learning Sector: Reflective Reader (Achieving QLTS)*, Learning Matters ISBN 9781844452965

Wallace, S. (2011) *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QLTS)* (4th edition), Learning Matters ISBN 9780857250629

Journals and/or magazines

Times Educational Supplement – FE Focus/ *Times Higher Education* weekly newspaper

Professional/vocational specific journals

Websites

www.bis.gov.uk Department for Business Innovation & Skills (BIS)

www.btec.co.uk/ www.edexcel.com/ www.pearsonschools.co.uk/

www.pearsonwbl.com

www.crl.org.uk Centre for Research in Lifelong Learning

www.excellencegateway.org.uk Learning and Skills Improvement Service (LSIS)

www.geoffpetty.com

www.niace.org.uk The National Institute of Adult Continuing Education (England & Wales) (NIACE)

www.skillsfundingagency.bis.gov.uk Skills Funding Agency (SFA)

www.vital.ac.uk Open University and Department for Education professional development programme and resources



Continuing personal and professional development

Achieving the Level 4 Certificate or the Level 5 Diploma is not the end of the learning process. You need to make sure that your learners appreciate the fact that you have just helped them to develop the tools they need – and that the real learning will continue as long as they are working with their own students. It is essential that no one becomes complacent and believes that certification means they know all there is to know. A good analogy here is the driving test – you really start to learn how to drive once you are in the car on your own.

Two things can happen as a result of learners completing the Certificate or Diploma – within their own centre they can be seen as the ‘person to go to’ for help and they are recognised as someone with the research skills to undertake the updating of qualifications, resources or delivery approaches. These can help build their individual CVs and increase their contributions to the organisation and its quality assurance processes. The value of the qualifications can be illustrated through the following examples.

The value of a qualification – Sam’s experience

Sam’s experience of the Diploma course was not the best after his issues with Sayed, so when he eventually graduated he marked the event by throwing out the portfolio into which he had invested so much time and effort! Three weeks into the new term he needed to ask Tutor Annie for some of the handouts he had ‘inadvertently’ thrown out! Fortunately he had kept the subject-specific research materials that related to his students’ special requirements and needs, so he was able to continue to develop his understanding of his own area.

The value of a qualification – Sandra’s experience

Sandra, from Learning Support, found that as a result of taking the Diploma she was seen as a bit of an ‘expert’ and was asked to help with staff training in her department. She had the confidence from teaching her peers on the course to set up a number of training sessions to help others support their own students more effectively.

Many learners develop such a keen interest in their subject area that they continue research begun as a part of the Diploma – even to the point of enrolling for Masters programmes in Higher Education. In some cases it is possible to use credits achieved on the Diploma towards a Masters degree.

Progression – and using the optional units for CPD

The Certificate and Diploma are not the end of the road in Education and Training. In their teaching each of your learners will be required to demonstrate their willingness to be involved in continuing professional development – usually as a result of end-of-year reviews. Learners may have to attend staff training that has little or nothing to do with their teaching practice and contribute little to their overall professional development – simply because that is all that is on offer.



What might provide a more inviting option would be to offer some of the BTEC Education and Training optional units, formally or informally, as a part of your CPD. Traditionally the most useful of these have been from the Learning and Development suite (for centres that have approval to offer these), which lead to assessor or verifier status, as seen in Table 45.

Unit	Unit reference	Unit
9	H/601/5314	Assess Occupational Competence in the Work Environment
22	A/601/5321	Internally Assure the Quality of Assessment
31	T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment

Table 45: Units that are often used for CPD

In addition, there are some higher level professional qualifications from Pearson which may be of interest, such as:

- BTEC Level 7 qualifications in Assessment Management (QCF)
- BTEC Level 6 Diploma in Career Guidance and Development (QCF).

What's next?

If you have done a good job of delivering the Level 4 Certificate or Level 5 Diploma you will have left your learners not only with a valuable enhancement of their professional practice, but also with a thirst for learning and the tools to provide their students with a positive learning experience. Encourage them to use the internet to help them keep up to date with developments in education, as well as in their subject area, as a part of their own lifelong learning. Awarding organisations are always trying to provide information to support teachers and trainers in the workplace in order to help promote best practice.

After achieving the qualification

In the introduction to this delivery guide you were introduced to some of the individuals who signed up for the Level 4 Certificate or Level 5 Diploma, so it makes sense to find what happened to them...



Life after achieving the qualification

- George has his Certificate and works part-time, teaching bricklaying at the college. He works additional hours when required as the construction department's workplace training coordinator.
- Alan completed his Certificate and is working as a full-time trainer and assessor for a large engineering company that provides apprenticeships.
- Jim struggled to complete the Diploma, but with an extension to allow him to complete his research assignment, he now teaches Basic Skills in the FE college on a part-time basis. He also spends time now teaching creative writing and working as a supply teacher.
- Sumiaha achieved her Diploma and continues to teach sociology to A level students part-time in the local FE college.
- Dawn followed up her Diploma by working full-time in the hairdressing department of the FE college and has taken over as head of department.

All of these learners at some point felt they had taken on more than they could cope with. What they felt helped them to achieve their goals was the practical approach that was taken by their tutors – both in FE and by training providers. By having the **relevance** of what they were attempting to do made clear they were able to make the best possible use of their own practice when writing assignments so they were able to produce something that was meaningful.

As a result of the group working many of the learners formed such strong bonds with their peers that friendships continued long after the end of the course.





Level 4 Certificate and Level 5 Diploma in Education and Training Delivery Guide

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