



Learner
Achievement
Portfolio

Active IQ Level 3 Award in Education and Training

Qualification
Accreditation Number:
601/0143/X

Version AIQ005578

Active iQ

Contents

Unit 1: Understanding roles, responsibilities and relationships in education and training	6
Worksheet	6

Unit 2: Understanding and using inclusive teaching and learning approaches in education and training	8
---	----------

Worksheet	8
Lesson planning and delivery.....	11
Observation Checklist.....	12
Session and self - evaluation	13
Micro teaching log.....	14

Unit 3: Facilitate learning and development for individuals.....	15
---	-----------

Worksheet	15
Lesson planning and delivery.....	17
Observation Checklist.....	18
Session and learner self-evaluation	19
Teaching log.....	20

Unit 4: Facilitate learning and development in groups	21
--	-----------

Worksheet	21
Lesson planning and delivery.....	23
Observation Checklist.....	24
Session and learner self-evaluation	25
Teaching log.....	26

Unit 5: Understanding assessment in education and training	27
---	-----------

Worksheet	27
------------------------	-----------

Unit 6: Understanding the principles and practices of assessment.....	30
--	-----------

Worksheet	30
Professional discussion.....	37

Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.

Active IQ Level 3 Award in Education and Training

Assessment plan and record of achievement

Centre name:

Learner name:

Assessment Plan					Record of Achievement		
Units	Stage of assessment	Evidence	Assessment method	Planned assessment date	Pass/Refer/APA (if claiming APA detail evidence seen)	Assessor's signature or initials and date	IV initials (if sampled)
Group A	Understanding roles, responsibilities and relationships in education and training	Worksheet	Written				
Group B	Understanding and using inclusive teaching and learning approaches in education and training	Worksheet	Written				
		Lesson plan	Written				
		Observation	Observation				
		Session and self-evaluation	Written				
		Teaching log	Written				
	Facilitate learning and development for individuals	Worksheet	Written				
		Lesson plan	Written				
		Observation	Observation				
		Session and self-evaluation	Written				
		Teaching log	Written				

	Facilitate learning and development in groups	Worksheet	Written				
		Lesson plan	Written				
		Observation	Observation				
		Session and self-evaluation	Written				
		Teaching log	Written				
Group C	Understanding assessment in education and training	Worksheet	Written				
	Understanding the principles and practices of assessment	Worksheet or professional discussion	Written or oral				

Assessment planning and record of achievement declaration

Declaration		Name	Signature	Date
Learner's agreement	<p>I agree to be assessed according to the assessment plan and am happy that any additional support I require has been discussed and a separate plan put in place for this.</p> <p>I declare that all of the evidence (listed in the assessment plan) that will be produced for this portfolio will be my own unaided work.</p>			
Assessor's agreement	I have discussed the planned assessments with the learner and any additional support required has been planned and recorded separately.			

Record of achievement declaration

Declaration		Name	Signature	Date
Assessor 1's agreement:	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
Assessor 2's agreement: (if applicable)	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
Assessor 3's agreement: (if applicable)	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
Internal verifier's agreement:	I declare that all learner evidence (initialled in the assessment plan) has been internally verified and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			

Unit 1: Understanding roles, responsibilities and relationships in education and training

Unit accreditation number: H/505/0053

Worksheet

1. Explain the teaching role and responsibilities in education and training

--

2 marks

2. Summarise three key aspects of legislation, regulatory requirements and codes of practice relating to your own roles and responsibilities

3 marks

3. Explain three ways to promote equality and diversity in your role

3 marks

4. Explain why it is important to identify and meet individual learner needs

--

2 marks

5. Explain three ways to maintain a safe and supportive learning environment

3 marks

Unit 3: Facilitate learning and development for individuals

Unit accreditation number: J/502/9549

Worksheet

1. Explain two purposes of one to one learning and development

2 marks

2. Explain three factors which should be considered when facilitating learning and development to meet individual needs

3 marks

3. Evaluate two methods for facilitating learning and development to meet the needs of individuals

Method	Evaluation

4 marks

4. Explain why it is important to identify and meet individual learner needs

--

2 marks

5. Explain how to overcome individual barriers to learning giving an example of how you would do this

2 marks

6. Explain how to monitor individual learner progress giving an example of how you would do this

2 marks

7. Explain how to adapt delivery to meet individual learner needs

2 marks

Result total /17 marks

Pass/Refer

(14 marks and a minimum of 1 mark per question required for a pass)

Assessor's feedback

Unit 3: Facilitate learning and development for individuals

Unit accreditation number: J/502/9549

Lesson planning and delivery

1. Create a lesson plan for learning and teaching in your own area of expertise that meets the needs of your chosen individual learner.

You must include:

- Justification of the learning and teaching approaches selected
- Assessment methods chosen

You must plan for a teaching and learning session which lasts a minimum of 60 minutes.

Please include a copy of your lesson plan in your portfolio

2. This unit assesses occupational competence and requires you to undertake practice in a work environment. You must deliver at least one teaching session to an individual learner which must be observed by your assessor.
3. At the end of the teaching session you must assist your learner in reflecting on their own learning and development and complete the session evaluation form together.
4. If you take part in additional teaching sessions or observe other learners teaching sessions, the teaching log must be completed.

Unit 3: Facilitate learning and development for individuals

Unit accreditation number: J/502/9549

Observation Checklist

The learner has:	✓
1. Clarified the facilitation methods to be used with the individual that meets their learning and/or development objectives	
2. Implemented activities to meet learning and/or development objectives	
3. Managed risks and safeguarded individuals participating in one-to-one learning and/or development	
4. Developed opportunities for the individual to apply their new knowledge and learning in practical contexts	
5. Explained to the individual the benefits of applying new knowledge and skills	
6. Explained to the individual the benefits of self-evaluation	
7. Reviewed the individuals responses to one-to-one learning and/or development	
8. Assisted the individual to identify their future learning and/or development needs	
Assessor Feedback	Pass/Refer

Unit 3: Facilitate learning and development for individuals

Unit accreditation number: J/502/9549

Session and learner self-evaluation

This form is to be completed by the tutor with their individual learner

How well did the planned activities meet the individual learner's needs?

How well did the planned activities meet the learning and development objectives?

How would you adapt learning and development activities for future sessions?

Identify with the individual their future learning and/or development needs

Unit 3: Facilitate learning and development for individuals

Unit accreditation number: J/502/9549

Teaching log

Observation or teaching	Name of tutor	Overview of session observed or taught	Date & Time	Assessor or Supervising Teacher/ Mentor Signature

Unit 6: Understanding the principles and practices of assessment

Unit accreditation number: D/601/5313

Please complete **either** the worksheet or professional discussion

Worksheet

1. Explain the functions of assessment in learning and development

2 marks

2. Define the following four key concepts and principles of assessment

Validity:

Authenticity:

Reliability:

Sufficiency:

4 marks (a minimum of 4 marks required)

3. Explain three responsibilities of an assessor

-

-

-

3 marks

4. Outline three regulatory requirements that are relevant to assessment

-

-

-

3 marks

5. Complete the following table comparing the strengths and limitations of the following assessment methods with reference to the needs of individual learners

Assessment method	Strength	Limitation
Observation		
Professional discussion		
Examination of product		
Case study		
Witness testimony		
Personal statement		

12 marks (a minimum of 10 marks required)

6. Briefly summarise four key factors to consider when planning an assessment

-
-
-
-

4 marks

7. Outline three advantages of using a holistic approach to assessment

-
-
-

3 marks

8. Explain how to plan a holistic assessment

3 marks

9. Taking in to account your own area of expertise outline two risks that an assessor needs to consider when planning an assessment

2 marks

10. Considering the risks identified in Question 9, identify how an assessor could reduce these through the planning process?

2 marks

11. Why is it important to involve the learners in the assessment process?

1 marks

12. Why is it important to involve others in the assessment process? Give two examples of who you could include

3 marks

13. List two types of information that should be available to learners and others involved in the assessment process?

2 marks

14. Explain how self-evaluation and peer evaluation can be used effectively to promote learner involvement and personal responsibility in the assessment process

2 marks

15. Give two examples of how assessment arrangements could be adapted to meet the needs of individual learners

2 marks

16. How would you judge evidence to ensure it was sufficient, authentic and current?

Sufficient:

Authentic:

Current:

3 marks (a minimum of 3 marks required)

17. How would you ensure that assessment decisions are made against specified criteria, valid, reliable and fair?

Made against specified criteria:

Valid:

Reliable:

Fair:

4 marks (a minimum of 4 marks required)

18. Explain the importance of quality assurance in the assessment process

2 marks

19. Outline the quality assurance procedures that are in place in your own area of practice

3 marks

20. Outline the procedure if there are disputes concerning the assessment process

3 marks

21. Why is it importance to follow procedures for the management of information relating to assessment?

1 mark

22. Explain how feedback and questioning contribute to the assessment process?

4 marks

23. Explain how you would address the following legal requirements regarding information collected during the assessment process (use knowledge of your workplace policies and procedures in your answer)

Confidentiality:

Health and safety:

Welfare of the learner:

3 marks (a minimum of 3 marks required)

24. Give two examples of how technology contribute to the assessment process

2 marks

25. What are the requirements for equality and diversity, and where appropriate, bilingualism, during the assessment process and give an example of how these could be met?

2 marks

26. Why is continual professional development (CPD) and reflective practice important for an assessor?

2 marks

Result total /77 marks

66 marks are required for a pass however a minimum of 1 mark must be achieved for each question unless otherwise stated below:

- a minimum of 4 marks must be achieved for question 2
- a minimum of 10 marks must be achieved for question 5
- a minimum of 3 marks must be achieved for question 16
- a minimum of 4 marks must be achieved for question 17
- a minimum of 3 marks must be achieved for question 23

Pass/Refer

Active IQ

Dryden House
St. Johns Street
Huntingdon
PE29 3NU

T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk

Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.



Active iQ



18089900473
Printed on Carbon Captured paper

