Qualification Specification

Focus Awards Level 3 Award in Supporting Teaching and Learning in Schools (RQF)

601/6103/6

FOCUS AWARDS

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

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Qualification Details

QAN: 601/6103/6
TQT: 120
GLH: 80
Credit: 12

Qualification Purpose

The Focus Awards Level 3 Award in Supporting Teaching and Learning in Schools (RQF) is a knowledge based qualification aimed at those learners who work or wish to work in a support staff role within schools that directly support the teaching and learning of pupils.

The Focus Awards Level 3 Award in Supporting Teaching and Learning in Schools (RQF) aims to develop the knowledge and understanding for working in a school setting and covers areas such as safeguarding, communication, child development and understanding the school context.

The Focus Awards Level 3 Award in Supporting Teaching and Learning in Schools (RQF) is a knowledge based qualification, it can be taken by learners not yet employed in a school, or those in school who are seeking a higher level role.

Qualification Structure/Rules of Combination

Learners must achieve **all 4 mandatory units** to achieve a total credit of **12.**

Unit Title	Unit Ref	Level	GLH	Credit
Communication and professional relationships with children, young people and adults	F/601/3327	3	10	2
Schools as Organisations	A/601/3326	3	15	3
Understand Child and Young Person Development	L/601/1693	3	30	4
Understand how to safeguard the wellbeing of children and young people	Y/601/1695	3	25	3

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Learner Entry Requirements

There are no specific entry requirements for this qualification.

Focus Awards does not set any other entry requirements but training providers or colleges may have their own guidelines.

Age Ranges

This qualification is accredited for learners aged 16+

Geographical Coverage

This qualification is available in England and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations policy'.

Assessment Methods

The Focus Awards Level 3 Award in Supporting Teaching and Learning in Schools (RQF) is internally assessed and externally assured by Focus Awards.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

> - Assessor observation – completed observational checklists on related action plans
> - Witness testimony
> - Learner product
> - Worksheets
> - Assignments / projects / reports
> - Record of oral and written questioning
> - Learner and peer reports
> - Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate and where permitted by the relevant Sector Skills Council or Sector Skills Body.

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Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

➢ Level 3 Certificate in Supporting Teaching and Learning in Schools
➢ Level 3 Certificate in Cover Supervision of Pupils in Schools
➢ Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
➢ Intermediate/Advanced Level Apprenticeship in Supporting Teaching and Learning in Schools

Useful websites and supporting materials

- www.focusawards.org.uk
- www.skillsforcareanddevelopment.org.uk
- www.ofqual.gov.uk

Links to National Occupational Standards

Unit Title	National Occupational Standards
Communication and professional relationships with children, young people and	TDA 3.1 – Develop and promote positive relationships
Schools as Organisations	TDA – 3.2 Provide information to aid policy formation and the improvement of practices and provision
Understand Child and Young Person Development	CYP Core 3.1– Support the development of children and young people
Understand how to safeguard the wellbeing of children and young people	CYP Core 3.3 - Work with young people to safeguard their welfare

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Appendix A: Units

Unit Title:	Communication and professional relationships with children, young people and adults
Unit No:	F/601/3327
Level:	3
GLH:	10
Credit:	2

Unit details: The aim of this unit is to develop the knowledge and understanding that a learner needs when developing positive relationships and communication channels with children young people and adults.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the principles of developing positive relationships with children, young people and adults	1.1	Explain why effective communication is important in developing positive relationships with children, young people and adults
		1.2	Explain the principles of relationship building with children, young people and adults
		1.3	Explain how different social, professional and cultural contexts may effect relationships and the way people communicate
2	Understand how to communicate with children, young people and adults	2.1	Explain the skills needed to communicate with children and young people
		2.2	Explain how to adapt communication with children and young people for: a – the age of the child or young person b – the context of the communication c – communication differences
		2.3	Explain the main differences between communicating with adults and communication with children and young people
3	Understand legislation, policies and procedures for confidentiality and sharing information, including data protection	3.1	Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information
		3.2	Explain the importance of reassuring children, young people and adults of confidentiality of shared information and the limits of this
		3.3	Justify the kinds of situation when

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			confidentiality protocols must be breached

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Unit Title:	Schools as organisations
Unit No:	A/601/3326
Level:	3
GLH:	15
Credit:	3

Unit details: The aim of this unit is to develop the knowledge and understanding that a learner needs looking at the roles and responsibility, structure, ethos aims and values of a school.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know the structure of education from early years to post-compulsory education	1.1	Summarise entitlement and provision for early years education
		1.2	Explain the characteristics of the different types of schools in relation to educational stage(s)
		1.3	Explain the post 16 options for young people and adults
2	Understand how schools are organized in terms of roles and responsibilities	2.1	Explain the strategic purpose of: a – school governors b- senior management team c- other statutory roles e.g. SENCO d- teachers c- support staff roles
		2.2	Explain the roles of external professional s who may work with a school e.g. Educational psychologist
3	Understand school ethos, mission, aims and values	3.1	Explain how the ethos, mission, aims and values of a school may be reflected in working practices
		3.2	Evaluate methods of communication a school's ethos, mission, aims and values
4	Know about the legislation affective schools	4.1	Summarise the laws and codes of practice affecting work in schools
		4.2	Explain how the legislation affects how schools work
		4.3	Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including; a – general bodies such as the health and Safety Executive b - school specific regulatory bodies

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		4.4	Describe joint movement potential and joint actions
5	Understand the purpose of school policies and procedures	5.1	Explain why schools have policies and procedures
		5.2	Summarise the policies and procedures schools may have relating to; a- staff b- pupil welfare c- teaching and learning d- equality, diversity and inclusion e- parental engagement
		5.3	Evaluate how school policies and procedures may be developed and communicated
6	Understand the wider context in which schools operate	6.1	Summarise the roles and responsibilities of national and local government for education policy
		6.2	Explain the roles of schools in national policies relating to children, young people and families
		6.3	Explain the roles of other organization working with children and young people and how these may impact on the work of schools

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Unit Title:	Understand Child and Young Person Development
Unit No:	L/604/1693
Level:	3
GLH:	30
Credit:	4

Unit details: The aim of this unit is to develop the learners understanding of the factors that influence children and young people's development from birth.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the expected pattern of development for children and young people from birth – 19 years	1.1	Explain the sequence and rate of each aspect of development from birth – 19years
		1.2	Explain the difference between sequence of development and rate of development and why the difference is important
2	Understand the factors that influence children and young people's development and how these affect practice	2.1	Explain how children and young people's development is influenced by a range of personal factors
		2.2	Explain how children and young people's development is influenced by a range of external factors
		2.3	Explain how theories of development and frameworks to support development influence current practice
3	Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1	Explain how to monitor children and young people's development using different methods
		3.2	Explain the reasons why children and young people's development may not follow the expected pattern
		3.3	Explain how disability may affect development
		3.4	Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern
4	Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1	Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
		4.2	Explain how multi agency teams work together to support speech, language
5	Understand the potential	5.1	Explain how different types of transitions

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	effects of transitions on children and young people's development		can affect children and young people's development
		5.2	Evaluate the effect on children and young people of having positive relationships during periods of transition

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Unit Title:	Understand how to safeguard the wellbeing of children and young people
Unit No:	Y/601/1695
Level:	3
GLH:	25
Credit:	3

Unit details: The aim of this unit is to develop the knowledge and understanding that a learner needs when dealing with the safeguarding of children and young people.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.	1.1	Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people.
		1.2	Explain child protection within the wider concept of safeguarding children and young people.
		1.3	Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people.
		1.4	Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice.
		1.5	Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.
2	Understand the importance of working in partnership with other organisations to safeguard children and young people.	2.1	Explain the importance of safeguarding children and young people.
		2.2	Explain the importance of a child or young person centred approach.
		2.3	Explain what is meant by partnership working in the context of safeguarding.
		2.4	Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed.
3	Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1	Explain why it is important to ensure children and young people are protected from harm within the work setting.
		3.2	Explain policies and procedures that are in place to protect children and young people and adults who work with them.

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		3.3	Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle-blower's and those whose practice or behaviour is being questioned are protected.
		3.4	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.
4	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.
		4.2	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.
		4.3	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.
5	Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1	Explain different types of bullying and the potential effects on children and young people.
		5.2	Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.
		5.3	Explain how to support a child or young person and/or their family when bullying is suspected or alleged.
6	Understand how to work with children and young people to support their safety and wellbeing.	6.1	Explain how to support children and young people's self-confidence and self-esteem.
		6.2	Analyse the importance of supporting resilience in children and young people.
		6.3	Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.
		6.4	Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety.
7	Understand the importance of e-safety for children and young people.	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone.
		7.2	Describe ways of reducing risk to children and young people from:

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		• social networking
		• internet use
		• buying online
		• using a mobile phone.

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Appendix B: Assessment Strategy

Assessor and Verifier Requirements

Requirements for Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Preparing to Teach in the Lifelong Learning Sector (PTTLS);
- Certificate in Teaching in the Lifelong Learning Sector (CTTLS);
- Diploma in Teaching in the Lifelong Learning Sector (DTTLS);
- Level 3 Award in Education and Training;
- Level 4 Certificate in Education and Training;
- Level 5 Diploma in Education and Training.

Focus Awards will consider other teaching qualifications upon submission.
Tutors must also be able to show the following:

- Relevant technical/occupational competency in the disciplines/units they wish to teach.

Assessors

The occupational expertise requirements for assessors are that they should have had experience which involved one of the following:

- Performing the roles covered by the standards they are assessing as an experienced practitioner; or being directly responsible for directing and supervising the work of those who are performing the functions in schools; or providing formal guidance or instruction to teachers and/or support staff on the effective performance of the functions covered by the standards which they are assessing; or assessing the predecessor standards for teaching and classroom assistants (drawing on the testimony of expert witnesses where they do not have first-hand experience of new functions covered by the national occupational standards for supporting teaching and learning in schools).
- All assessors should have a sound knowledge and understanding of the national occupational standards.
- Assessors must have a thorough knowledge of the schools sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.
- Assessors should have knowledge of and commitment to the principles and values of the sector, including those of relevant sector for units imported from other areas of practice.

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- Assessors should provide evidence of continuing professional development to maintain their occupational expertise. This will be monitored and verified by the external verifier.
- Assessors should only assess in their acknowledged area of technical and occupational competence. However, expert witnesses could also be used to cover technical competence requirements if necessary.
- Assessors may be appointed to assess individual units or whole awards. Where they assess individual units only then there must be a co-ordinating assessor responsible for ensuring that full competence is demonstrated across all the required units for a qualification.

Internal Quality Assurers (IQA's)

The occupational expertise requirements for internal verifiers are that they should have had experience of working in the schools sector, in a capacity which involved them making judgements as to the quality of provision offered, and must be familiar with the demands and opportunities afforded by work within a classroom environment. This could be demonstrated by:

- Being an experienced practitioner who has demonstrated the competences required by the standards during their professional career, or being a manager or supervisor of those who regularly perform the competences required and who are directly responsible for monitoring the work performance of such individuals, or being a trainer who are themselves occupationally competent and who have direct responsibility for developing the competences required in the standards.
- All IQA's should have a thorough knowledge and understanding of the national occupational standards
- IQA's should satisfy the qualification requirements specified by the regulatory authorities.
- IQA's must have a thorough knowledge of the schools sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.
- IQA's should have knowledge of and commitment to the principles and values of the sector, including those of relevant sector for units imported from other areas of practice.
- IQA's should provide evidence of continuing professional development to maintain their occupational expertise. This will be monitored and verified by the external verifier.

External Quality Assurers (EQA's)

The occupational expertise requirements for external verifiers are that they should have had experience of working in the schools sector, in a capacity which involved them making judgements as to the quality of provision offered, and must be familiar with the demands and opportunities afforded by work within a classroom environment.

All EQA's should have a thorough knowledge and understanding of:

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- Assessment methodologies that attest to occupational competence the national occupational standards in supporting teaching and learning in schools the schools sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.
- EQA's should know and understand and be committed to the content and guidance provided in the current edition of the sector body's assessment strategy.
- EQA's should satisfy the qualification requirements specified by the regulatory authorities.
- EQA's should provide evidence of continuing professional development to maintain their occupational expertise and for ensuring consistency of assessment across all of the awarding body's centres.

Skills for Care and Development QCF Assessment Principles

Assessment Principles

- Assessment decisions for competence based learning outcomes (e.g. those beginning with' to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- Competence based assessment must include direct observation as the main source of evidence
- Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the unit'.
- Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Internal Quality Assurance

- Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally

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knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Definitions

Occupationally competent: This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable: This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions: This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

Expert witness:

An expert witness must:

> ➢ Have a working knowledge of the QCF units on which their expertise is Based
> ➢ Be occupationally competent in their area of expertise
> ➢ Have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

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Appendix C: Assessment Best Practice

The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s). Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

The assessment cycle
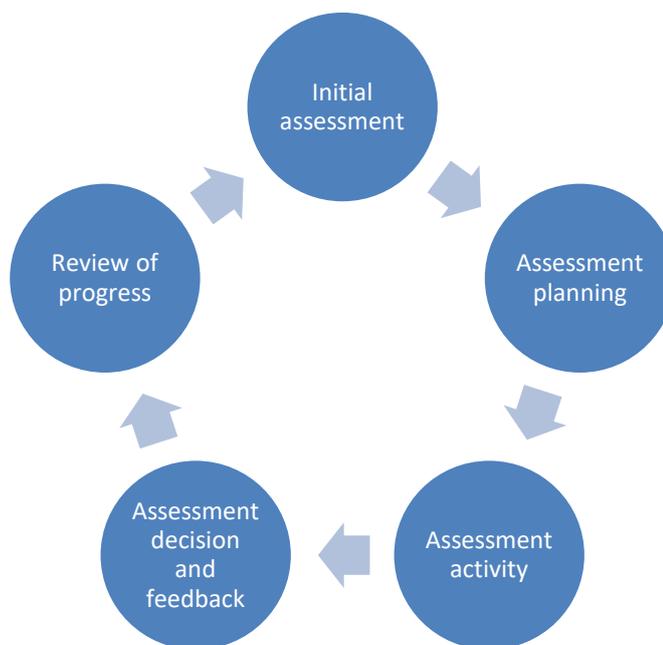
Initial assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed onto the assessor in order for them to effective move onto the next stage of the assessment

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cycle and plan the learner assessment. Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

Assessment planning

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

Assessment activity

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

Assessment decision and feedback

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

Review of progress

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

Exemptions, equivalences, credit transfer and RPL

Learners are able to avoid duplication of learning and assessment through exemptions or equivalences as follows:

> - It is possible to transfer credit (equivalence) for achievements within the RQF
> - Exemption from the requirement to achieve credits for designated units can be claimed by individuals with certificated achievements outside the RQF
> - Where the unit has previously been achieved by the learner through a different awarding organisation, this will be regarded as a credit transfer.

Due to the learner already having their achievement recognised, and having received a certificate to confirm this, in all of these instances their recognised achievement

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concerning this specific qualification MUST be shown as an exemption, equivalence or credit transfer and credit achievement MUST NOT be allocated.

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

Guided learning hours

The guided learning hours figure gives the minimum amount of time required to 'deliver' the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessments. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

Assessment

Assessment practices must reflect the Equality and Diversity Policy of Focus Awards and reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.
Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification / assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

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Consistency of assessment decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre. Focus Awards ensures that the following mechanisms are in place to assist this:

> - Assessors are qualified or working towards current assessor standards:
> - Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32/33 and A1 is also acceptable;
> - Assessors have relevant subject competency in the units that they wish to assess;
> - Assessors are observed assessing by qualified IQAs at least once per year;
> - Standardisation exercises are carried out within the Centre;
> - Focus Awards issue 'Assessment Guidance' documentation for each qualification;
> - Centre training days run by Focus Awards include assessment best practice;
> - External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQAs.

Judging authenticity

> - Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
> - Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
> - You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners' evidence using this document the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria.
> - Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check that the learner's knowledge matches the evidence provided.
> - Evidence which is deemed to be inauthentic should not be accepted.

Guidance on re-submission of learner assessment

> - There is no limit to the number of times that work may be resubmitted by the learner for assessment;
> - However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
> - There is no limit to the number of times that assessments may be redrafted by the learner prior to assessment;
> - Assessors/tutors may offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;

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➢ Assessors/tutors should not add to learners' answers in worksheets, etc… where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within these should be suitable and appropriate to their needs. They are only appropriate if they:

➢ enable learners to demonstrate their level of attainment;
➢ require knowledge, skills and understanding which are required for the qualification;
➢ are clear and unambiguous (unless ambiguity forms part of the assessment) and
➢ are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

➢ the age of learners who may reasonably be expected to take the qualification;
➢ the level of the qualification;
➢ the objective of the qualification;
➢ the knowledge, skills and understanding assessed for the qualification;
➢ it contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

Please note that for the creation of manuals or text books, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt an evidence referencing system to show how each of the assessment criteria has been covered.

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Appendix D: Guidance on observed assessments

Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

Observing the learner

Observation is the main method of assessing practical competence and involves the assessor watching the student carryout the planned tasks. When carrying out an observed assessment, the assessor should adhere to the following guidelines:

- Involve the student;
- Complete an adequate briefing;
- Use an assessment checklist;
- Ensure good observational position enabling you to see/hear appropriately;
- Avoid becoming involved in the assessment process except in instances of health of safety or when 'moving on';
- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as 'that's great' or 'well done' – this could give an indication of performance;
- Ensure sufficient time is planned to give immediate feedback after the assessment;
- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;
- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance.

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Suggested stages of an observation for Focus Awards Level 3 Award in Supporting Teaching and Learning in Schools (RQF)

- ➢ **Step 1**
  Initial Learner briefing

- ➢ **Step 2**
  Direct Observation

- ➢ **Step 3**
  Learner/Client Feedback

- ➢ **Step 4**
  Learner Evaluation with client (15 minutes minimum)

- ➢ **Step 5**
  Assessor Questions (open and non-leading)

- ➢ **Step 6**
  Assessor Decision (pass/refer)

- ➢ **Step 7**
  Assessor Feedback (constructive, concise and relevant to performance criteria, written and verbal)

Questioning to Assess Knowledge and Understanding

- ➢ It is easy to infer a level of understanding by what we see during observation and so it is essential that we question learners if we are ever in doubt about underpinning knowledge;
- ➢ However, a question should not be asked if the assessor does not see a particular PC.

- ➢ Questions can be divided into two categories:
  - o Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?' - these words act as prompts to give the students the opportunity to respond fully in their own words.
  - o Closed questions enable the students to respond with a simple 'Yes' or 'No' response. For example, "Would you ask a participant to keep the back straight when lifting weights from the floor?".
- ➢ Assessors should always use open questions when assessing underpinning knowledge
- ➢ It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. These must be written out in full and signed and dated by both the learner and assessor.
- ➢ It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there should be a clearly

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auditable trail of evidence which shows the question that was asked and the learner response.

Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving him or her a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

Examples of leading questions would be:
➢ *"Your participant seemed to be out of breath on the CV section of your workout, do you think you could have brought the intensity down for her?"*
➢ *"Are the deltoids worked in a bench press as well as the pectorals and triceps?"*

Feedback

'Structured information that one person offers to another, about the impact of their actions or behaviour'.

➢ Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.
➢ Feedback should not include your opinion nor should it be a criticism.
➢ Criticism is one person's judgement of another person, or their work. Criticism is likely to make someone feel devalued or angry; and does nothing to boost self-confidence. It does not help a person to solve the problem. It shows that you dismiss, reject or disapprove, and is unlikely to lead to the result you intended. You will get a result - but it may be a worse situation or a backlash.
➢ Effective feedback should be a two way process, involving the learner at all times.

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Appendix E: Example Assessment Plan

Assessor name: **Learner name:**

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner: …....................................…….

Date:.……………………………………………………………………

OQ - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions,
A - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

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Professional Discussion

Learner name:	
Assessor name:	
Date:	

Assessment criteria / topic of discussion:	Learner response:

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

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Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

Assessor signature:		**Date:**	
Learners signature:		**Date:**	
Internal quality assurer signature:		**Date:**	

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Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

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Learner Assessment Record

Evidence	Date Achieved	Assessor signature	Learner Signature

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Evidence Record Sheet

Qualification:

Unit:

Learning outcome Evidence																									

I confirm that the evidence provided is a result of my own work:

Signature of learner:

Date:

I confirm that the learner has demonstrated competence by satisfying all of the learning outcomes and assessment criteria for this unit:

Signature of assessor:

Date:

Signature of IQA:

Date:

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