

NATIONAL SKILLS QUALIFICATION

NSQ

Level 3 Award in Education

TEACHER QUALIFICATION TRAINING (TQT)

Ref: TQT20/L30001

NATIONAL SKILLS QUALIFICATION

Level 3 Education and Training

Unit	Ref	Content	Remarks	Credit Value	GLH
01	SCD/TQT/001/L3	Understanding Roles, Responsibilities and Relationships in Education and Training	Mandatory	10	100
02	SCD/TQT/002/L3	Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training	Mandatory	12	100
03	SCD/TQT/003/L3	Understanding Assessment in Education and Training	Mandatory	10	100
04	SCD/TQT/004/L3	Apply Pedagogical processes that are relevant to chosen philosophy.	Mandatory	6	50
05	SCD/TQT/005/L3	Equality and Diversity	Option	2	15
06	SCD/TQT/006/L3	Support students' learning under broad guidance	Optional	3	30
07	SCD/TQT/007/L3	Design for learning that meet specified learning outcomes	Optional	6	60
08	SCD/TQT/008/L3	Effective partnership working in the learning and teaching context	Optional	5	50
09	SCD/TQT/009/L4	Apply Professional Behaviour	Optional	5	50
10	SCD/TQT/010/L3	Evaluating Learning Programmes	Optional	4	20
11	SCD/TQT/011/L4	Preparing for personal Tutoring	Optional	3	20

Course Overview

This Level 3 in Education and Training is the basic training course required for teaching or training anywhere in the public sector as well as the private training industry, Further Education colleges and Higher Education institutions.

Key details

To gain this qualification at level three, learner will need to achieve **45** credits of which **38** credit has to be from the mandatory units and a minimum of **7** and maximum of **15** credits from the optional units.

This course is suitable for those beginning their careers in teaching and training NVQ, QCF, NSQ type courses in their specialist sector.

This course is suitable if you want to teach Level 3 courses or below in your specialist area. It is also ideal for teaching or training in many different sectors. The course can be used as a pathway to the Level 4 or five in Education and training.

Pre-course requirements

The Level 3 qualification in Education and Training course is available for all candidates who fulfil the following criteria:

- **Age range:** 19+
- **Core skills:** In order to complete this course, Learners must have a skill or profession they are interested to teach or train

Key to Evidence Gathering Methods:

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learner to be taken into account.

- Direct Observations, Oral and written questions, Witness Testimony, Case Studies, projects, assignments, Reflective Accounts, Professional Discussion, Work Products, Accreditation of prior learning and a 30-minute micro-teach session

Unit 1: Understanding Roles, Responsibilities and Relationships in Education and Training

Unit Reference: SCD/TQT/001/L3

Level: 3

Credit Value 15

GLH: 100

Unit Aim: This unit provides the learner with an introduction to the role and responsibilities of a teacher in education and training environment.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO1. Understand the teaching role and responsibilities in education and training	1.1. Explain the teaching role and responsibilities in education and training		
	1.2. Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities		
	1.3. Explain ways to promote equality and value diversity Explain why it is important to identify and meet individual learner needs		
LO 2. Understand ways to maintain a safe and supportive learning environment	2.1 Explain ways to maintain a safe and supportive learning environment		
	2.2. Explain why it is important to promote appropriate behaviour and respect for others		

Unit 1: Understanding Roles, Responsibilities and Relationships in Education and Training

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 3. Understand the relationships between teachers and other professionals in education and training	3.1 Explain how the teaching role involves working with other professionals		
	3.2 Explain the boundaries between the teaching role and other professional roles		
	3.3 Describe points of referral to meet the individual needs of learners		

Learners Signature:		Date:
Assessors Signature:		Date:
IQA's Signature: (if sampled)		Date:
EQA's Signature: (if sampled)		Date:

Assessments

3 x short essay style assignments and 1 x peer discussion.

Unit 2: Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training

Unit Reference: SCD/TQT/002/L3

Level: 3

Credit Value 12

GLH: 100

Unit Aim:

This unit provides the learner with knowledge and understand in creating, planning and delivering inclusive teaching and learning in education and training environment.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO1. Understand inclusive teaching and learning approaches in education and training	1.1. Describe features of inclusive teaching and learning		
	1.2. Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs		
	1.3. Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills		
LO 2. Understand ways to create an inclusive teaching and learning environment	2.1. Explain why it is important to create an inclusive teaching and learning environment		
	2.2. Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs		
	2.3. Explain ways to engage and motivate learners		
	2.4. Summarise ways to establish ground rules with learners		

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 3. Be able to plan inclusive teaching and learning	3.1. Devise an inclusive teaching and learning plan		
	3.2. Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs		
LO 4: Be able to deliver inclusive teaching and learning	4.1. Use teaching and learning approaches, resources and assessment methods to meet individual learner needs		
	4.2 Communicate with learners in ways that meet their individual needs		
	4.3. Provide constructive feedback to learners to meet their individual needs		
LO 5. Be able to evaluate the delivery of inclusive teaching and learning	4.1. Review the effectiveness of own delivery of inclusive teaching and learning		
	4.2. Identify areas for improvement in own delivery of inclusive teaching and learning		

Learners Signature:		Date:
Assessors Signature:		Date:
IQA's Signature: (if sampled)		Date:
EQA's Signature: (if sampled)		Date:

Assessments

3 x short essay style assignments and 1 x peer discussion for the theory part.

1 x session plan, tutor observation report, peer feedbacks and self-evaluation.

30-minute micro-teach session with at least 5 participants over the age of 16, where learner have no access to a full class. The micro-teach can be on any topic.

Unit 3: Understanding Assessment in Education and Training

Unit Reference: SCD/TQT/003/L3

Level: 3

Credit Value 10

GLH: 100

Unit Aim: This unit provides the learner with knowledge and understanding in method of assessment in education and training environment.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO1. 1. Understand types and methods of assessment used in education and training	1.1. Explain the purposes of types of assessment used in education and training		
	1.2. Describe characteristics of different methods of assessment in education and training		
	1.3. Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs.		
	1.4. Explain how different assessment methods can be adapted to meet individual learner needs.		
LO 2. Understand how to involve learners and others in the assessment process	2.1 Explain why it is important to involve learners and others in the assessment process		
	2.2 Explain the role and use of peer and self-assessment in the assessment process		
	2.3 Identify sources of information that should be made available to learners and others involved in the assessment process		

Unit 3: Understanding Assessment in Education and Training

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 3. Understand the role and use of constructive feedback in the assessment process	3.1 Describe key features of constructive feedback		
	3.2 Explain how constructive feedback contributes to the assessment process		
	3.3 Explain ways to give constructive feedback to learners		
LO 4. Understand requirements for keeping records of assessment in education and training	4.1 Explain the need to keep records of assessment of learning		
	4.2 Summarise the requirements for keeping records of assessment in an organisation		

Learners Signature:		Date:
Assessors Signature:		Date:
IQA's Signature: (if sampled)		Date:
EQA's Signature: (if sampled)		Date:

Assessments

4 x short essay style assignments and 1 x peer discussion.

Unit 04: Apply Pedagogical processes that are relevant to chosen philosophy.

Reference: SCD/TQT/004/L3

Level 5

Credit: 6

GLH 50

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1: Select a range of pedagogical processes that are relevant to chosen philosophy.	1.1: Use A range of pedagogical processes relates to areas including philosophy, curriculum, and school culture. Pedagogical processes may include: developmental stages of the growing child, rhythm, temperaments.		
LO: 2: Apply a range of teaching skills and approaches in the classroom as an essential aspect of understanding chosen philosophy.	2.1: inspect Teaching skills and approaches include: - planning and delivery of lessons informed by the philosophy - a range of educational technologies - a range of competencies relevant to the philosophy.		
LO: 3: Communicate effectively with learning community stakeholders	3.1: Network with Stakeholders (Include teachers, school managers, parents and pupils, and wider community).		
LO: 4: Respond with awareness of and sensitivity to the diverse needs of students in accordance with chosen philosophy.	4.1 Diverse needs of students includes learning needs, learning styles and cultural and literacy needs.		
	4.2 Responding with awareness of and sensitivity to student needs includes consideration of why and how the philosophy responds to those needs in a particular way.		

Unit 04: Apply Pedagogical processes that are relevant to chosen philosophy.

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 5: Apply innovative, collaborative, creative and principle-based approaches to learning and teaching.	5.1 Approaches include effective strategies for assessment, feedback and evaluation.		
	5.2 Depending on the philosophy, a principle-based approach may include an artistic approach.		
	5.3 Exploring options for improvement includes developing skills for life-long learning and ongoing personal and professional development.		
	5.4 Reflect on own practice and critically explore options for improvement.		

Learner' signature:		Date:
Assessor's signature:		Date:
IQA Signature (If sampled):		Date:
EQA Signature (If sampled):		Date:

Unit 05: Equality and diversity

Unit reference: **SCD/TQT/005/L3**

Level: 3

Credit value: 3

GLH: 15

Unit aim

The unit is to enable learners to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice.

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1: Understand the key features of a culture which promotes equality and values diversity	1.1: Define the meanings of equality and diversity in the context		
	1.2. Analyse the benefits of promoting equality and diversity for individual learners		
	1.3. Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity		
LO: 2: Understand the importance of promoting equality and valuing diversity in lifelong	2.1: Reflect on how the promotion of equality and diversity can protect learners from risk of harm		
	2.2 Explain actions that can be taken to value individual learners		
	2.3.Explain good practice in providing individual learners with information		

Unit 05: Equality and diversity

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3: Be able to promote equality and value diversity	3.1: Use communication strategies to promote equality and diversity		
	3.2 Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity		
	3.3 Explain how working with others agencies can promote diversity		
LO: 4: Understand how to help others in the promotion of equality and valuing of diversity	4.1.Describe actions by individuals which can undermine equality and diversity		
	4.2.Recommend modifications to systems and structures which do not promote equality and diversity		
LO 5: Be able to review own contribution to promoting equality and valuing diversity in lifelong learning	5.1. Reflect on own strengths in promoting equality and valuing diversity		
	5.2. Evaluate the impact of own practice in promoting equality and valuing diversity		
	5.3. Identify areas for further personal development in promoting equality and valuing diversity		

Learner' signature:		Date:
Assessor's signature:		Date:
IQA Signature (If sampled):		Date:
EQA Signature (If sampled):		Date:

Unit 06: Support students' learning under broad guidance

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1: Select and apply pedagogical processes under broad guidance to inform teaching and learning related to chosen philosophy	1.1: Selecting and applying pedagogical processes include knowledge and skills related to: a) specific curriculum studies b) working artistically c) school culture and how it interrelates with curriculum and pedagogy. ➤ Pedagogical processes may include developmental stages of the growing child, rhythm, temperaments.		
LO: 2: Support students' learning under broad guidance in accordance with chosen philosophy	2.1: Supporting learning (This includes fostering a healthy classroom environment; and also includes use of knowledge and skills in curriculum design, assessment and evaluation in the chosen context).		
LO: 3: Share responsibility with teaching staff for communicating effectively with learning community stakeholders	3.1: Direct effective relationship with appropriate Stakeholders (This may include teachers, school managers, parents and students, and wider community).		

Learner' signature:		Date:
Assessor's signature:		Date:
IQA Signature (If sampled):		Date:
EQA Signature (If sampled):		Date:

Unit 07: Design for learning that meet specified learning outcomes

Reference: SCD/TQT/007/L3

Level 5

Credit 6

GLH 60

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1: Design for learning to meet specified learning outcomes in a variety of contexts	1.1: Design for learning includes planning and reviewing a sequence of learning sessions that prepares learners to meet assessment outcomes and literacy and numeracy demands of a course.		
	1.2: Planning must include creating new session plans and resources to meet learner needs.		
	1.3: Contexts may be different physical settings, approaches to facilitation, or learner profile.		
LO: 2: Create and sustain a learner-centred teaching environment that respects learners' mana and diverse backgrounds, and the wider educational and societal context, in order to facilitate quality learning	2.1: Support Learner-centred practice (This includes a values-based framework based on respect for: a. the manna and diverse cultural backgrounds of learners b. Professional relationships with learners.		
LO: 3: Facilitation and teaching strategies appropriate to diverse learners	3.1: Select and apply facilitation and teaching strategies include: a. Information communication technology to support learning, where appropriate b. An exploration of a range of theoretical facilitation models, through which candidates will develop their own theory in practice.		

Unit 07: Design for learning that meet specified learning outcomes

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 4: Enhance learning through the application of assessment and moderation practices	4.1: Assessment involves designing an assessment aligned to the learning outcomes of the learning sessions.		
	4.2: Moderation involves moderating a third-party assessment and having an assessment of the candidate's own design moderated.		
LO5: Critically evaluate and reflect on own professional practice and explore options to improve it	5.1: Critically evaluate and reflect involves review and improvement of own practice in the light of evaluation of data and feedback on the candidate's teaching with reference to theoretical models, learner factors and educational purpose.		
	5.2: Practice includes the teaching and learning process, professional awareness and responsibility, and collegiality.		

Learner' signature:		Date:
Assessor's signature:		Date:
IQA Signature (If sampled):		Date:
EQA Signature (If sampled):		Date:

Unit 08: Effective partnership working in the learning and teaching context

Unit reference: **SCD/TQT/008/L3**

Level: 3

Credit value: 5

GLH: 50

Unit aims

This unit is to enable learners to understand effective partnership working in the teaching and learning context. It includes understanding the purpose and nature of partnership working and the purpose, aims, objectives, structure and management of a specific partnership. It also involves communicating effectively within a partnership and understanding the wider context within which a partnership operates

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1: Understand the purpose and nature of partnership working	1.1: Explain reasons for partnership working		
	1.2: Review opportunities and challenges of working within a partnership		
	1.3: Review models of partnerships		
	1.4: Explain ways of sustaining partnerships and their outputs		
	1.5: Explain the need for ground rules and terms of reference in partnership working		
	1.6: Justify the need for realistic timescales and deadlines in effective partnership working		
LO: 2: Understand the purpose, aims and objectives of a partnership	2.1: Explain the purpose of a specific partnership		
	2.2: Identify the aims and objectives of a specific partnership		

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3: Understand the structure and management of a partnership	3.1: Review individual roles and responsibilities within a specific partnership		
	3.2 Summarise the potential contribution of stakeholders to a specific partnership		
	3.3. Identify boundaries of individual roles and ownership issues within a specific partnership		
	3.4. Review resource implications for a specific partnership and its individual members		
	3.5. Review how a specific partnership is managed identifying potential management issues		
LO: 4: Understand how to measure and report on a partnership's outputs	4.1. Summarise performance indicators used to measure the effectiveness of a specific partnership		
	4.2. Review the effectiveness of a specific partnership's outputs drawing on valid and reliable data		
	4.3. Summarise methods of presenting partnership outputs to interested parties		

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 5: Understand how to communicate effectively within a partnership	5.1: Summarise methods for effective communication between partners		
	5.2: Review the communication strategy of a specific partnership		
	5.3: Review own communication methods and skills as a partnership member		
LO: 6: Understand the wider context within which a partnership operates	6.1. Explain the potential impact of other stakeholders and agencies relating to a specific partnership		
	6.2 Summarise the impact of key government policies and initiatives on a specific partnership		
	6.3 Review ways for a partnership to establish and maintain communities of practice		

Learner' signature:		Date:
Assessor's signature:		Date:
IQA Signature (If sampled):		Date:
EQA Signature (If sampled):		Date:

Assessment guidance

A range of assessment evidence can be used for this unit as long as the learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally moderated.

Unit 09 Apply Professional Behaviour

Reference: **SCD/TQT/009/L4**

Level 4

Credit 5

GLH 50

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1: Apply professional behaviour and health and safety practices related to education support and care contexts in order to maintain health, safety and wellbeing of children.	1.1 Professional behaviour includes awareness of child protection, legislation and guidelines e.g. Vulnerable Children's.		
LO: 2: Participate in supporting students with their learning, under supervision, in the education support and care context.	2.1 Support students with their learning (this may include supporting students on a one-to-one basis, with their learning in: a. reading, literacy and numeracy b. basic Nigerian languages c. personal care d. physical education e. arts and crafts f. health and well-being. It may also include supporting the teacher with behaviour management.		

Unit 09 Apply Professional Behaviour

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3: Apply principles of inclusive practice for diverse learners.	3.1 Inclusive practice considers diversity in age, learner needs, gender, cultural and socio-economic backgrounds		
LO: 4 Assist in the production of resources in the education support and care context.	Support production and use of resources. Resources may include: 1. literacy and numeracy resources 2. Creativity and art resources.		
Learner' signature:		Date:	
Assessor's signature:		Date:	
IQA Signature (If sampled):		Date:	
EQA Signature (If sampled):		Date:	

Unit 10: Evaluating learning programmes

Unit reference: **SCD/TQT/010/L3**

Level: 3

Credit value: 4

GLH: 20

Unit Aim

The aim of this unit is to enable learners to understand the principles of evaluating learning programmes and use evaluation methods and data to understand how these can be used to improve learning programmes.

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1: Understand the principles and methods of evaluating learning programmes	1.1: Analyse the principles of evaluating learning		
	1.2: Analyse the principles of evaluating learning		
	1.3: Explain how principles of evaluating learning can be applied to the evaluation of learning programmes		
	1.4: Analyse methods used for evaluating the effectiveness of learning programmes		
	1.5: Analyse methods of data collection and analysis used to evaluate learning programmes		

Unit 10: Evaluating learning programmes

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 2: Be able to plan the evaluation of a learning programme	2.1: Develop a framework for the evaluation of a learning programme		
	2.2: Devise objectives in order to achieve evaluation aims		
	2.3: Select methods for evaluating the effectiveness of a learning programme		
	2.4: Select methods for collecting data to evaluate the effectiveness of a learning programme		
LO 3: Be able to evaluate the effectiveness of a learning programme	3.1: Apply selected methods to evaluate the effectiveness of a learning programme		
	3.2: Apply selected methods to collect data to evaluate the effectiveness of a learning programme		
	3.3: Analyse data collected to evaluate the effectiveness of a learning programme		
	3.4: Apply relevant guidelines and legislation relevant to data collection and analysis		

Unit 10: Evaluating learning programmes

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3: Be able to evaluate the effectiveness of a learning programme	3.5: Present analysis of evaluation results		
	3.6: Explain how analysis of evaluation results can be used to improve the effectiveness of a learning programme		

Learner' signature:		Date:
Assessor's signature:		Date:
IQA Signature (If sampled):		Date:
EQA Signature (If sampled):		Date:

Unit 11: Preparing for the personal tutoring role

Unit reference: **SCD/TQT/011/L42**

Level: 4

Credit value: 3

GLH: 20

Unit aim

The aim of this unit is to prepare the learner for the role of personal tutor by analysing the role of the personal tutor, factors affecting learners' attitudes to learning, the use of personal tutoring in a specific context and target setting.

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1: Understand own role and responsibilities in relation to the personal tutoring role	1.1. Analyse the skills and qualities required for a personal tutoring role		
	1.2. Explain how own values, behaviours and attitudes can impact on the personal tutoring role		
	1.3. Explain the boundaries and limitations of a personal tutoring role		
	1.4: Explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role		
	1.5: Analyse the importance of communication in a personal tutoring role		

Unit 11: Preparing for the personal tutoring role

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 2: Understand factors affecting learners' approaches to learning	2.1 Analyse how learners' socio-economic, cultural and personal background, work history and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning		
	2.2 Explain why it is important that learners take responsibility for their own learning		
	2.3 Explain why it is important that personal tutoring programmes support the development of learning and transferable skills		
	2.4 Analyse strategies to enable learners to engage with learning		
	2.5 Explain factors which identify learners at risk of disengaging from learning		
LO 3: Understand the use of personal tutoring in a specific context	3.1 Describe the range of support available for learners within a specific context		
	3.2 Explain legal and organisational requirements relating to: • data protection • copyright • privacy • confidentiality • safeguarding and disclosure		

Unit 11: Preparing for the personal tutoring role

Learning Out The learner will be able:	Assessment Criteria The learner can:	Evidence Code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3: (Cont.) Understand the use of personal tutoring in a specific context	3.3: Explain how to work with others in a specific context to support learners		
	3.4: Explain how to work with external stakeholders and partners to support learners		
LO 4: Understand how personal learning targets are created and monitored	4.1. Explain the purpose of an individual learning plan		
	4.2. Analyse approaches to support learners to create personal learning targets		
	4.3 Explain the importance of reviewing learner progress and targets		

Learner' signature:		Date:
Assessor's signature:		Date:
IQA Signature (If sampled):		Date:
EQA Signature (If sampled):		Date: