

**Learner Unit Achievement Checklist**

**SEG Awards ABC Level 3 Award in Education and Training**

**601/1206/2**

###### SEG Awards ABC Level 3 Award in Education and Training

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**H/505/0053 Understanding roles responsibilities and relationships in education and training - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the teaching role and responsibilities in education and training**1.2** Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities**1.3** Explain ways to promote equality and value diversity**1.4** Explain why it is important to identify and meet individual learner needs |  |  |  |  |
| **2.1** Explain ways to maintain a safe and supportive learning environment**2.2** Explain why it is important to promote appropriate behaviour and respect for others |  |  |  |  |
| **3.1** Explain how the teaching role involves working with other professionals**3.2** Explain the boundaries between the teaching role and other professional roles**3.3** Describe points of referral to meet the individual needs of learners |  |  |  |  |

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| **TUTOR COMMENTS:****Name: Signature: Date:**  |

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**D/505/0052 Understanding and using inclusive teaching and learning approaches in education and training**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe features of inclusive teaching and learning**1.2** Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs**1.3** Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills |  |  |  |  |
| **2.1** Explain why it is important to create an inclusive teaching and learning environment**2.2** Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs**2.3** Explain ways to engage and motivate learners**2.4** Summarise ways to establish ground rules with learners |  |  |  |  |
| **3.1** Devise an inclusive teaching and learning plan**3.2** Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs |  |  |  |  |
| **4.1** Use teaching and learning approaches, resources and assessment methods to meet individual learner needs**4.2** Communicate with learners in ways that meet their individual needs**4.3** Provide constructive feedback to learners to meet their individual needs |  |  |  |  |
| **5.1** Review the effectiveness of own delivery of inclusive teaching and learning**5.2** Identify areas for improvement in own delivery of inclusive teaching and learning |  |  |  |  |

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**J/502/9549 Facilitate learning and development for individuals**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain purposes of one to one learning and development**1.2** Explain factors to be considered when facilitating learning and development to meet individual needs**1.3** Evaluate methods for facilitating learning and development to meet the needs of individuals**1.4** Explain how to manage risks and safeguard individuals when facilitating one to one learning and development**1.5** Explain how to overcome individual barriers to learning**1.6** Explain how to monitor individual learner progress**1.7** Explain how to adapt delivery to meet individual learner needs |  |  |  |  |
| **2.1** Clarify facilitation methods with individuals to meet their learning and/or development objectives**2.2** Implement activities to meet learning and/or development objectives**2.3** Manage risks and safeguard learners participating in one to one learning and/or development |  |  |  |  |
| **3.1** Develop opportunities for individuals to apply their new knowledge and learning in practical contexts**3.2** Explain benefits to individuals of applying new knowledge and skills |  |  |  |  |
| **4.1** Explain benefits of self evaluation to individuals**4.2** Review individual responses to one to one learning and/or development**4.3** Assist individual learners to identify their future learning and/or development needs |  |  |  |  |

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**F/502/9548 Facilitate learning and development in groups**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain purposes of group learning and development**1.2** Explain why delivery of learning and development must reflect group dynamics**1.3** Evaluate methods for facilitating learning and development to meet the needs of groups**1.4** Explain how to manage risks and safeguard individuals when facilitating learning and development in groups**1.5** Explain how to overcome barriers to learning in groups**1.6** Explain how to monitor individual learner progress within group learning and development activities**1.7** Explain how to adapt delivery based on feedback from learners in groups |  |  |  |  |
| **2.1** Clarify facilitation methods with group members to meet group and individual learning objectives**2.2** Implement learning and development activities to meet learning objectives**2.3** Manage risks to group and individual learning and development |  |  |  |  |
| **3.1** Develop opportunities for individuals to apply new knowledge and skills in practical contexts**3.2** Provide feedback to improve the application of learning. |  |  |  |  |
| **4.1** Support self-evaluation by learners**4.2** Review individual responses to learning and development in groups**4.3** Assist learners to identify their future learning and development needs |  |  |  |  |

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**R/505/0050 Understanding assessment in education and training**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the purposes of types of assessment used in education and training**1.2** Describe characteristics of different methods of assessment in education and training**1.3** Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs**1.4** Explain how different assessment methods can be adapted to meet individual learner needs |  |  |  |  |
| **2.1** Explain why it is important to involve learners and others in the assessment process**2.2** Explain the role and use of peer- and self-assessment in the assessment process**2.3** Identify sources of information that should be made available to learners and others involved in the assessment process |  |  |  |  |
| **3.1** Describe key features of constructive feedback**3.2** Explain how constructive feedback contributes to the assessment process**3.3** Explain ways to give constructive feedback to learners |  |  |  |  |
| **4.1** Explain the need to keep records of assessment of learning**4.2** Summarise the requirements for keeping records of assessment in an organisation |  |  |  |  |

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**D/601/5313 Understanding the principles and practices of assessment**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the function of assessment in learning and development**1.2** Define the key concepts and principles of assessment**1.3** Explain the responsibilities of the assessor**1.4** Identify the regulations and requirements relevant to the assessment in own area of practice |  |  |  |  |
| **2.1** Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners |  |  |  |  |
| **3.1** Summarise key factors to consider when planning assessment**3.2** Evaluate the benefits of using a holistic approach to assessment**3.3** Explain how to plan a holistic approach to assessment**3.4** Summarise the types of risks that may be involved in assessment in own area of responsibility**3.5** Explain how to minimise risks through the planning process |  |  |  |  |
| **4.1** Explain the importance of involving the learner and others in the assessment process**4.2** Summarise types of information that should be made available to learners and others involved in the assessment process**4.3** Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning**4.4** Explain how assessment arrangements can be adapted to meet the needs of individual learners |  |  |  |  |
| **5.1** Explain how to judge whether evidence is: • sufficient • authentic• current**5.2** Explain how to ensure that assessment decisions are:• made against specified criteria• valid• reliable• fair |  |  |  |  |
| **6.1** Evaluate the importance of quality assurance in the assessment process**6.2** Summarise quality assurance and standardisation procedures in own area of practice**6.3** Summarise the procedures to follow when there are disputes concerning assessment in own area of practice |  |  |  |  |
| **7.1** Explain the importance of following procedures for the management of information relating to assessment**7.2** Explain how feedback and questioning contribute to the assessment process |  |  |  |  |
| **8.1** Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare**8.2** Explain the contribution that technology can make to the assessment process**8.3** Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment**8.4** Explain the value of reflective practice and continuing professional development in the assessment process |  |  |  |  |

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