Unit Title:	**Assessment and support for the recognition of prior learning through the accreditation of learning outcomes**
OCR unit number:	33
Level:	Level 3
Credit value:	6
Guided learning hours:	30
Unit reference number:	K/503/5473

Unit purpose and aim

The aim of the unit is to understand and demonstrate how to provide guidance for, promote and undertake practice related to recognition and accreditation of prior learning.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Understand and demonstrate how to work with models of recognition and accreditation of prior learning	**The Learner can:** 1.1 Describe models of recognition to learners, assessors and other relevant stakeholders 1.2 Recognise and assess prior learning in accordance with key principles and practice of assessment 1.3 Describe procedures for providing professional guidance for learners, assessors and other relevant stakeholders	Learners to describe models of recognition and identify key differences in previously certificated and prior experiential learning Using key principles and practice of assessment, learners to ascertain which elements of their learners' evidence can be recognised and assessed as prior learning Learners to describe procedures for providing Initial Advice and Guidance (IAG); from initial point of contact, to selecting appropriate qualification/learning programmes and mapping any prior learning to ILPs
2 Provide guidance to learners on recognition and accreditation of prior learning (APL) when selecting their target qualifications	2.1 Provide guidance for learners in choosing target qualifications that include their prior learning 2.2 Describe evidence required to meet the relevant learning outcomes, assessment criteria and verification requirements for	Learners to use a range of appropriate guidance to support learner in choosing target qualifications such as course information, prospectus information,

Learning Outcomes	Assessment Criteria	Teaching Content
	the learners' target units	and sector case studies
3 Understand and demonstrate how to ensure appropriate guidance and reliable and valid assessment for learners following the APL route	3.1 Support learners to recognise prior learning and achievement whilst considering professional ethics and any particular assessment requirements 3.2 Support learners with different needs to collect, organise and present theoretical and performance evidence to meet the requirements of the target units	Learners to assist their learners to identify what previous learning and achievement is relevant and how it maps to current learning programme. Learners to assist their learners in collating, recording and authenticating evidence suitable for APL Learners to be familiar with methods of authentication to ensure a robust and ethical system is in place
4 Understand and demonstrate how to provide effective formative guidance for learners	4.1 Explain the importance of guidance that ensures learners have ownership of the process of recognition and, where appropriate, accreditation, as an entitlement or right 4.2 Implement a programme of professional guidance for learners, maintaining records for assessment and verification purposes	Learners to ensure that their learners have ownership of process, including access to any relevant awarding organisation guidance and procedures. Learners to adhere to specified requirements for monitoring learners' progress. Learners to recognise specific requirements and rules in recognising prior learning and achievement so as to ensure appropriate guidance is provided. Learner could complete regular tutorials to revisit ILPs and regularly update supporting documentation as specified by internal and external organisational procedures.
5 Understand and demonstrate how to work with the assessment team to lead guidance and assessment for learners	5.1 Explain how a consistent approach is achieved by the assessment team within the processes of quality assurance	Learners to explicitly explain how the quality process works and that assessment decisions are standardised and verified by teams and

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Learning Outcomes	Assessment Criteria	Teaching Content
		records are kept for audit purposes
6 Assess and feed back on evidence presented by learners	6.1 Consistently judge the reliability, validity, authenticity, currency, relevance and sufficiency of a range of evidence presented by a learner to meet the learning outcomes of the target unit(s) 6.2 Provide clear and constructive feedback to learners who have not satisfied the learning outcomes of the target unit(s) identifying the additional evidence required	Learners could draw upon feedback from regular moderation and standardisation of assessment decisions to ensure own practice is standardised Learners to demonstrate how they have fed back to learners the assessment criteria used, why learners have not met it and ways in which they can improve and progress. A record of agreeing what further evidence is required from their learners would be relevant.
7 Understand and demonstrate how to promote understanding of recognition and prior learning with external stakeholders	7.1 Describe how external stakeholders can support the professional skills and competencies of those involved in providing guidance on recognition and accreditation of prior learning 7.2 Explain the relevant processes, procedures and criteria that ensure recognition is accepted as equivalent to other forms of assessment by relevant external stakeholders	Learners to identify who the potential stakeholders are and what support they could offer such as training, point of referral, providing materials, resources and guidance. Learners should be familiar with the various requirements stipulated by external organisations in awarding and processing prior learning against learning programmes which they deliver and assess on. Learners to recognise the robust approach to APL in meeting quality standards and the rigorous procedures that must be complied with, including audits by stakeholder organisations
8 Demonstrate how to engage in reflective learning with learners and other members of the	8.1 Reflect on own, learner and the assessment team experiences of applying the recognition process 8.2 Identify improvements to practice	Utilising the appropriate tools learners should reflect on their own assessment practice.

Learning Outcomes	Assessment Criteria	Teaching Content
assessment team to evaluate and improve practice	based on reflective learning	Learners should identify strengths and areas for improvement in own assessment practice; using feedback from learners and any feedback from Internal and External moderation

Assessment

This unit will be assessed in the centre and externally verified by OCR assessors.

To successfully achieve the unit candidates must produce evidence that meets all of the assessment criteria in the unit.

Evidence requirements

The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.

Guidance on assessment and evidence requirements

Evidence that could be produced to meet the learning outcomes and assessment criteria could include:

- Records of initial assessment, induction, providing initial advice and guidance
- Interview records
- Individual Learning Plan/Tutorial Records
- Records completed to award prior learning
- Professional Discusssion
- Observations or recordings of meetings with learners
- CPD log and reflective accounts
- Personal Statements
- Assignments/Projects
- Meetings/Communication with other organisations/professions
- Record of attending training

National Occupational Standards (NOS) mapping/signposting

This unit is underpinned by:

- New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007).

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Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	√	Representing		Use ICT systems	√
Reading	√	Analysing		Find and select information	√
Writing	√	Interpreting		Develop, present and communicate information	√

Resources

Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s*. London: Cassell

Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action research*. London: Routledge

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Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

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DfEE (1998) *The Learning Age: A renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

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Gibbs, G (1992) *53 Interesting Things to Do in Your Lectures (Interesting Ways to Teach)* Technical & Educational Services Ltd [4Rev Ed edition] ISBN-10: 094788503X ISBN-13: 978-0947885038

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Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

Gravells A (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Habeshaw S, (1992) *53 Interesting Things to Do in Seminars and Tutorials (Interesting Ways to Teach)* Technical & Educational Services Ltd; [4Rev Ed edition] ISBN-10: 0947885080 ISBN-13: 978-0947885083

Jessup, G. (1991) *Outcomes: NVQs and the Emerging Model of Education and Training*. London: Falmer

Maslow, A. (1987*) Motivation and Personality*. New York: Harper & Row

Petty G (2004) *Teaching Today* (3rd Edition), Nelson Thornes

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Reece I and Walker S (2003) *Teaching, Training and Learning: A practical Guide (5th Edition)* Business Education Publishers Ltd

Rowntree, D. (1987) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace S, (2001) *Teaching and Supporting Learning in Further Education: Meeting the FENTO Standards (Further Education)* Learning Matters Ltd. **ISBN-10:** 1903300282 **ISBN-13:** 978-1903300282

Wallace S, (2005) *Teaching and Supporting Learners in Further Education* (2nd Edition) Learning Matters
Wallace S, (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector* (3nd Edition) Learning Matters. ISBN 9780844450909

Websites

www.geoffpetty.com Geoff Petty's website
www.ocr.org.uk OCR web site
www.ofsted.gov.uk The Office for Standards in Education.
www.hmie.gov.uk Her Majesty's Inspectorate of Education (Scotland)
www.ifl.ac.uk The Institute for Learning
www.lsis.org.uk The Learning and Skills Improvement Services
http://www.excellencegateway.org.uk/ The Excellence Gateway
www.niace.org.uk The National Institute of Adult Continuing Education
www.qia.org.uk The Quality Improvement Agency
www.ukces.org.uk UK Commission for Employment and Skills

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .

This unit is a shared unit. It is located within the subject/sector classification system:

1.3 Education and training
13.1 Teaching and lecturing

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