

# Chief Verifier Report

## Teaching in the Lifelong Learning Sector

2011–2012

England

September 2012

### REPORT FOR PUBLICATION

#### 1. The qualifications and standards

- Structure and content

<b>Assessment Team:</b>	<b>Findings:</b>  EV reports stated that centres had sufficient members in their assessment team to reflect the number of candidates registered. Some centres were advised that, should the number of candidates increase, then they would need to review their staffing. EVs confirmed that centres have teams who are sufficiently qualified and occupationally competent to meet the assessment strategy for the current suite of qualifications. Centres may find they need to qualify their staff in appropriate assessor and internal quality assurance qualifications in order to meet the assessment strategy for the new suite of qualifications. Where centres have had newly qualified members within their team they have been appropriately supported and mentored, undertaking relevant shadowing activities. Some centres utilise specialists outside of the immediate team to support them in the delivery and assessment of specialist units.
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<p><b>Resources:</b></p>	<p><b>Findings:</b></p> <p>EV reports confirmed that staff were engaging in CPD and the use of “reflect” (IFL) was fairly common in the recording and sharing of this. One centre was recognised in the effectiveness of their dissemination of information when an individual member of the team had attended an external event. One centre discussed CPD as part of the agenda at their monthly meetings.</p> <p>Some centres are utilising VLEs effectively within their delivery of these qualifications and learners often commented on the convenience of accessing resources and feedback from their assessors remotely. Some centres issued learners with books; one centre providing a copy of Reece and Walker to every learner, two centres issuing a copy of Gravells. One centre had bought laptops which were available for learners to borrow. Another centre provided all learners with a structured portfolio with activities included which guided them through the qualification. Some centres were providing learners with course materials on a USB stick. The videoing of teaching practice and the recording of discussions using digital voice recorders was fairly common. One centre was successful in using Skype to facilitate meetings amongst the team and the use of blogs was also seen as a good resource. A centre was specifically praised for their resources for learners with dyslexia. Another centre uploaded group work to their I.T system for learners to access as an additional resource for support. The reports did not highlight any issues around health and safety.</p>
<p><b>Candidate Support:</b></p>	<p><b>Findings:</b></p> <p>Centres’ initial assessment and induction processes varies but were all fit for purpose. Some centres assess learners’ literacy and numeracy skills and identify their preferred learning style as part of their induction. One centre requires their learners to complete a piece of free writing as part of the initial assessment for CTLLS. One centre was advised to review their induction in order to ensure only individuals carrying out a QTLS role accessed the DTLLS programme. Centres are developing their programmes and are increasingly using a range of assessment methods. Some centres were still encouraged to consider using fewer assignments or to include more anecdotal evidence and case studies to support the theory demonstrated within assignment and link it to practice.</p> <p>Tutorials and drop-in sessions were regularly highlighted as a real strength and was often enforced by learners when interviewed by EVs. One centre had created course calendars and submission planners which were put to good use. They had also trained mentors to act as volunteers and an IfL regional advisor gave an input on ATLS and QTLS.</p>

	<p>Unit certification is readily available, although, due to one centres holistic approach to their delivery, unit certification is problematic and the transition for learners who already hold CTTLS to move into DTLLS was not coherent. Some centres were effectively using reflective journals as an assessment method. Some centres, when assessing work, were monitoring wider skills of candidates such as their spelling, grammar and research techniques and providing support to link in with identified needs. The majority of centres are developmental in their feedback and this was specifically relevant in the PTLLS award in guiding learners in how they could progress from level 3 to level 4. Centres have experienced mixed success at utilising a blended approach to their delivery. Some learners had fed back positively on the accessibility of assessors within a blended approach. Learners also commented on how flexible assessors were in carrying out observations in evenings and weekends to meet their individual needs. One centre was identified as being effective in adjusting their delivery model to suit specific cohorts of learners.</p>
<p><b>Assessment and Verification:</b></p>	<p><b>Findings:</b></p> <p>Some centres had reviewed their policies and procedures to ensure they were applicable for QCF. Centres were repeatedly praised for their detailed feedback from both assessors and internal quality assurers. Tracking of IVs' feedback and actions to assessors through to completion was highlighted as effective in some centres. Some guidance was provided to some centres with regards to their documentation of their quality assurance activities such as adding validity, authenticity, sufficiency as part of the criteria to check against when undertaking sampling of portfolios. One centre was praised for the good practice of holding a meeting following interim sampling, sharing issues and good practice identified with the team. Some assignment briefs were identified as not being explicitly linked to the assessment criteria within the qualification. The marking process was also highlighted in some centres as being too focussed against a prescribed marking scheme and was not appropriately mapped to the assessment criteria within the qualification. Centres are increasingly utilising the interviewing of candidates and the observation of assessors as part of their internal quality assurance process. Centres are now effectively sampling the observed teaching practice of candidates or microteach sessions and checking feedback given by the assessor. One centre was undertaking paired observation of teaching as part of their standardisation. A small number of centres were often missing the second part of an assessment criteria within the PTLLS award. Examples were, missing the need to identify points of referral (A1.3), boundaries within teachers' roles and responsibilities (A1.1).</p>

	<p>In one centre where observers from outside of the team were used they were advised to ensure detailed records of such individuals were kept.</p> <p>Minor points raised included identifying draft and final work submitted in learners' portfolios; developing a document to log teaching hours; learners to complete declarations to confirm work submitted was their own.</p>
<b>Management Systems and Records:</b>	<p><b>Findings:</b></p> <p>In a considerable number of centres the senior managers formed part of the assessment team and all centres were noted as having good support from senior management. Communication amongst team members and with EVs was regularly recorded as effective. On some occasions centres were reminded to keep OCR informed of staff changes and to ensure only registered IVs signed DCS claims with one centre getting a disagree against IV4 for this. Centres were consistently recognised for disseminating feedback and findings from EV visits and EVs requests prior to and during their visits were consistently met. Centres overall were effective in obtaining learners' feedback and used this within their evaluation and redesigning of future programmes. One centre was identified in being effective in obtaining and utilising employer feedback. Some centres were advised to collate equality and diversity statistics of their learners within their data.</p>
<b>Assessment Summary:</b>	<p><b>Findings:</b></p> <p>The assessment decisions were regularly agreed by the EVs. Sampling ranged across all assessment methods and all qualifications, covering the various stages learner were at within their progression.</p>

## 2. Sector Developments

There has been a recent Government review of initial teacher training qualifications and a review of the 2007 Regulations. The outcomes of this report are still not confirmed. LSIS are currently consulting the sector on teaching qualifications in response to initial findings of the review. It is likely that the qualifications will change September 2013. The qualifications have already gone through a change commencing September 2012 with a new assessment strategy, the introduction of some Learning and Development units, different credit value and a change in the structure.