**Record of Achievement**

**Learner Details**

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| --- | --- | --- | --- | --- | --- |
| **Learner name:** |  | | | **Date of birth:** |  |
| **Learner address and postcode:** |  | | | | |
| **Telephone number:** |  | **Learner registration number:** |  | **Unique Learner Number (ULN):** |  |
| **Centre name and number:** |  | **Venue:** |  | **Event Authorisation Number:** |  |
| **Tutor/Assessor name:** |  | **IQA name:** |  | **EQA name:** |  |

**Initial Assessment Record**

| **Prerequisites to Registration** | **Authentication details** | **Confirming Signature** | **Date** |
| --- | --- | --- | --- |
| Identification type |  |  |  |
| Age confirmation: 18 Years minimum |  |  |  |
| Language confirmation: Evidence to confirm ability to communicate in English  (listening, speaking, reading and writing) |  |  |  |

**Assessment Task Record**

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| --- | --- | --- | --- | --- | --- |
| **Feedback and Action Plan** | | | | | |
| **Assessment Tasks** | **Qualification Mapping** | **Assessor Feedback** | **Outcome**  **(C/NYC)** | **Assessor initial + date** | **IQA Initial + Date** |
| **1: Educational Philosophy in Sport** | C3 |  |  |  |  |
| **2: Personal Development Planning** | C3 |  |  |  |
| **3: Planning Inclusive Learning in Sport** | C1 |  |  |  |
| **4: Delivering Inclusive Learning in Sport** | C1 |  |  |  |
| **5: Evaluating Inclusive Learning in Sport** | C1 |  |  |  |
| **6: Planning for Assessment in Sport** | C2 |  |  |  |
| **7: Conducting Assessment in Sport** | C2 |  |  |  |
| **8: Evaluating Assessment Practice in Sport** | C2 |  |  |  |

**Qualification and Component Record**

| Qualification component | Tasks | Comments/Notes | **Outcome**  **(C/NYC)** | **Assessor initial + date** | **IQA Initial + Date** |
| --- | --- | --- | --- | --- | --- |
| **C1: Inclusive Teaching and Learning in Sport** | Tasks 2, 3, 4, 5. |  |  |  |  |
| **C2: Assessment Practice in Sport** | Tasks 2, 6, 7, 8. |  |  |  |  |
| **C3: Educational Philosophy in Sport** | Tasks 1 |  |  |  |  |
| 1st4sport Level 3 Award in Tutoring and Assessing in Sport | |  |  |  |  |

**Authenticity Record**

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| --- | --- | --- | --- |
| **Personal statement and authenticity check:** | | | |
| **Confirm areas of the training and assessment that you found most useful to you in your role as a Tutor and Assessor. Also confirm areas for development.** | | | |
|  | | | |
| **I can confirm that the work contained within this Learner Portfolio and all evidence and products associated with the achievement of this qualification are my own work. I can also confirm that my assessment took place as shown via in the Learner Portfolio.** | | | |
| Learner signature: |  | Date: |  |
| I, the undersigned, confirm that I have checked the above to be accurate. | | | |
| Tutor/assessors signature: |  | Date: |  |

**Educational Philosophy in Sport**

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| --- | --- |
| 1. **Education Framework in Sports Organisation:** Review the Educational Framework for your sports organisation. |  |
| 1. **Education Practitioners:** Differentiate between the roles of tutor, assessor and IQA |  |
| 1. **Own CPD and future role aspirations:** Identify your long term goals with regards to your personal development and your aspirations as an educational practitioner. |  |

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| --- | --- | --- |
| **Sports** **programmes: purpose, products and philosophy** | **Sports programmes; purpose, products and philosophy:** Discuss the qualifications and CPD offered by own sports organisation; provide an example of the delivery model and learner journey from start to finish. |  |
| **Sports programmes; purpose, products and philosophy:** Explore teaching and learning approaches, teaching strategies and methods. Confirm which are most relevant to inclusive learning in sport education programmes. |  |
| **Assessment practice and process:** Explore thesteps to assessment; discuss how this applies to the assessment process in sport. |  |
| **Assessment methodology**  Explore a range of assessment methodologies. Identify which methodologies are most valid for sport education programmes and provide a rationale for this. |  |
| **Participant Centric approach:** Discuss the impact of the participant centric approach on educational practitioners and programmes in sport. | |  |

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| Teaching Session Plan | | | | | | | |
| **Tutor name:** | |  | **Venue:** |  | **Date:** | |  |
| **Programme title:** | |  | **Session topic:** |  | **Time:** | |  |
| **Course number:** | |  | **Level/ability:** |  | **Number of learners:** | |  |
| **Learners’ needs:** | |  | | **Learning Objectives** | | | |
|  | | | |
| **Links to main programme/qualification *(eg Day 1 session 1 of 3 day programme*):** | |  | |
| **Time** | **Content/Activities** | | | **Teaching Methods** | | **Resources** | |
|  |  | | |  | |  | |
| **Time** | **Content/Activities** | | | **Teaching Methods** | | **Resources** | |
|  |  | | |  | |  | |
| **Contingency planning** |  | | | | | | |

Tutor Journal

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner name:** |  | **Date of plan** |  |
| **Date of teaching practice** |  |
| **Date of reflective practice** |  |
| 1. **Planning: Justifications** | | 1. **Teaching practice: Reflections** | |
| Justify decisions related to your session plan (apply the five Ps model). | | Reflect on your teaching practice; what went well and what could have been improved (apply the five Ps model). | |
|  | |  | |
| 1. **Personal development planning (prior to teaching practice)** | | 1. **Personal development consolidation** (after teaching practice) | |
| Identify areas which require personal development | | Review of area for development and identification of areas to work on in future | |
|  | |  | |

Mentor Observations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mentor name:** |  | **Mentoring type:** | **Tutoring** |  |
| **Mentor activity date:** |  | **Assessing** |  |
| **Mentor observation details** | | | | |
|  | | | | |
| **Mentor observations** | | | | |
|  | | | | |
| **Mentor considerations for trainee tutor/assessor development plan** | | | | |
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Assessment Schedule

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| --- | --- | --- | --- | --- | --- | --- |
| Learner Name | Date, time and location of planned assessment | Assessment brief details | Criteria to be assessed  (Learning outcomes/ assessment criteria) | Assessment description?  (Describe the activity, process or task) | Planned assessment methods | Date assessment completed |
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Assessor Journal

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| --- | --- | --- | --- | --- |
| Learner name: |  | | Date of plan: |  |
| Date of assessment practice: |  |
| Date of reflective practice: |  |
| **1. Planning: Justifications** | | **2. Assessment practice: Reflections** | | |
| Justify decisions relate to your planning for the assessment (apply the five Ps model). | | Reflect on your assessment practice; what went well and what could have been improved (apply the five Ps model). | | |
|  | |  | | |
| **3. Personal development planning (prior to assessment practice)** | | **4. Personal development consolidation** | | |
| Identify areas which require personal development | | Review of area for development, and identification of areas to work on in future. | | |
|  | |  | | |

Mentor Observations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mentor name:** |  | **Mentoring type:** | **Tutoring** |  |
| **Mentor activity date:** |  | **Assessing** |  |
| **Mentor observation details** | | | | |
|  | | | | |
| **Mentor observations** | | | | |
|  | | | | |
| **Mentor considerations for trainee tutor/assessor development plan** | | | | |
|  | | | | |

**Personal Development Planning**

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| --- | --- | --- |
| **Personal development goals** | | **Progress report** |
| Prior to the programme | | |
| Short term |  |  |
| Longer term |  |
| During the programme | | |
| Short term |  |  |
| Longer term |  |
| After the programme | | |
| Short term |  | |
| Longer term |  | |

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| Standardisation of Assessment | | | |
| Qualification: |  | | |
| Standardisation Window | Start date: | Completion date: | |
| Standardisation Objectives | 1. To standardise assessment of learner attainment levels 2. To review type and quality of assessor feedback, and identify strengths and area for improvement | | |
| Standardisation Activity  (Description of evidence reviewed, hard copies/online/electronic evidence, name of assessors/IQA’s involved in activity, remote/face to face?) |  | | |
| Standardisation Outcomes  (Good practice, areas for improvement, action plan including plan for communication to workforce) |  | | |
| EV Name |  | Date: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Standardisation of Assessment Activity: Group Feedback Report | | | |
| Qualification: |  | | |
| Standardisation Contributors |  | | |
| Standardisation Window | Start date: | | Completion date: |
| Standardisation Objectives | 1. To standardise assessment of learner attainment levels 2. To review assessor feedback and identify strengths and area for improvement | | |
| Consistency of responses  (EG four out eight of the contributors gave similar responses which were aligned to the qualification standards) |  | | |
| Commentary | What appears to be working well? | What are the concerns? | |
|  |  | |
| Lessons learned |  | | |