**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.

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| 1. **Education Practitioners:** Differentiate between the roles of tutor, assessor and IQA
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| 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

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| --- | --- | --- | --- |
| **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: |  |

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| 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  |  |