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This report provides examples and recommendations to help overcome obstacles to engage low-skilled workers and their employers in skills development. England has implemented impressive measures aimed at helping workers and employers to upskill. Nonetheless, there remains room for improvement.

This is a core text for anyone training to be (or working as) an assessor in the further education and skills sector. It has all the information you need to work towards the assessment units for qualifications such as: the Award, Certificate and Diploma in Education and Training, or the assessment units of the Learning and Development (TAQA) qualification. The book takes you through all the information you need to know, opening up the topic for learning in a really accessible way. Interactive activities are included throughout, and real examples of assessment in practice are included. The book also includes examples of completed assessment documents. It is a comprehensive text, covering: principles of assessment planning for assessment types and methods of assessment assessment practice giving feedback recording progress and achievement quality assurance evaluation This third edition has been updated to bring the book in-line with all qualifications that include assessing learning. This is your guide to understanding how to use assessment effectively in your teaching and assessing role. Ann Gravells is leading a CPD Day on 22nd June in London. The event will focus on Raising quality and improving practice in the FE and Skills sector and is a rare opportunity to learn from leading experts. There will only be a limited number of seats available, so book your place here to avoid disappointment.

Whether you are a new or an experienced assessor, this book will guide you through the relevant principles and practices to enable you to become an assessor; improve your job role; and/or work towards a relevant assessment qualification. This fourth edition includes guidance for online assessment.

Indispensable for anyone involved in vocational education or apprenticeships, this fully revised and updated edition of The Vocational Assessor Handbook includes new guidance on end-point assessment of the new apprenticeship standards, and the latest information on regulations and qualifications. Containing the units and practical explanation for each stage of assessment and verification practice, it is the only comprehensive guide for assessors and verifiers of vocational qualifications. Packed with up-to-date, detailed and reliable information, The Vocational Assessor Handbook (previously The NVQ Assessor, Verifier and Candidate Handbook) contains a detailed guide to the QCF units for assessment and internal quality assurance (verification). For UK assessors of QCF qualifications and NVQs, verifiers, teachers, providers of training and work-based learning, assessors of apprenticeships and those working towards PTLLS, CTLLS, DTLLS qualifications, this complete guide is essential for qualification and ongoing practice, enabling you to: understand the principles and practices of assessment; assess occupational competence in the work environment; assess vocational skills, knowledge and understanding; understand the principles and practices of internally assuring the quality of assessment; plan, allocate and monitor work in your own area of responsibility.

New 2017 Cambridge A Level Maths and Further Maths resources to help students with learning and revision. Written for the AQA AS/A Level Further Mathematics specifications for first teaching from 2017, this print Student Book covers the compulsory content for AS and the first year of A Level. It balances accessible exposition with a wealth of worked examples, exercises and opportunities to test and consolidate learning, providing a clear and structured pathway for progressing through the course. It is underpinned by a strong pedagogical approach, with an emphasis on skills development and the synoptic nature of the course. Includes answers to aid independent study. This book has entered an AQA approval process.

How can opportunities for teaching and learning be improved to ensure that many more people participate, gain qualifications and obtain decent jobs? Will government policies enable us to achieve these goals? What new ideas do we need to ensure a more inclusive, equitable and efficient learning system? These are some of the main concerns which underlie this thought-provoking book coming from a major research project looking at how policies affect learners, tutors, managers and institutional leaders in Further Education Colleges, Adult and Community Learning centres and in Work Based Learning sites. Post compulsory education in the UK has been constantly restructured by the New Labour government and has been subject to considerable policy turbulence over the last few years. This book attempts to understand this important but poorly understood sector by both talking to students and front-line staff and by interviewing the officials responsible for managing post-compulsory education and lifelong learning. By examining the sector simultaneously from the ' bottom up ' and from ' top down ' , the authors show how recent policy is affecting three disadvantaged groups - 16-19 year olds who have fared poorly in official tests at school; unemployed adults learning basic skills; and employees at work learning basic skills. The authors conclude that there are serious failings and suggest principles and features of a more equitable and effective learning system.

The role of educational leaders has changed radically as countries attempt to transform their education systems to prepare young people to function in today's world of rapid technological and social change, economic globalization, and increased migration and mobility. This book argues that, in order to achieve this transformation, there is an urgent need for new paradigms of schooling. It offers practical advice on how to bring about such breakthrough change from within schools. Dancing on a Shifting Carpet documents how schools can reinvent themselves to meet the needs of contemporary and future students. The book describes and explains specific models that can be used. It recommends a leadership model that schools could adopt to facilitate their reinvention, and it provides specific advice on how to develop and sustain reinvented cultures in their schools. It also suggests a new methodology for insider researchers in positions of power within their own organization.

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