

Training Qualifications UK

SUMMATIVE PORTFOLIO MAPPING AND TRACKING FORM

Assessor Coach

ST0146/AP01



Apprentice Name	
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Guidance

Please attach this completed Mapping and Tracking Form to your Showcase Portfolio and all associated evidence. Ensure all work is fully titled, with your name clearly marked upon it. Please submit the Portfolio in .zip format.

Supporting evidence must be clearly recorded on this Mapping and Tracking Form and submitted by your Training Provider at Gateway. Please ensure that all the evidence you list in this form is included in the .zip folder. If evidence is missing, this will cause delays at the Gateway stage.

The portfolio must only contain the pieces of evidence aligned to the six thematic/synoptic areas assessed in the Professional Discussion and referenced within this document. Any evidence within the .zip folder which is not mapped will not be reviewed.

You must provide evidence for each of the six thematic/synoptic areas.

Your portfolio will be rejected as incomplete if evidence is not mapped to all six areas. One piece of evidence may support multiple areas.

Evidence should be presented in a clear, professional manner. It is expected that you collate the evidence in a folder on your computer so it can be easily compressed and submitted at Gateway.

Please complete the tracking table as follows:

- **File Name** - This should be the name of the file within the portfolio.
- **Page Number/Time Stamp** - Identify a single page number or time stamp of a recording to show **exactly** where the KSBs are met.

An example is below:

Assessor Coach Portfolio Mapping and Tracking Form									
Thematic/Synoptic Assessment Area					Assessment Criteria				
I.					Liaising with colleagues and relevant stakeholders to: <ul style="list-style-type: none"> • ensure access to valid, current IAG; • identify and support additional English and maths learning needs; • identify other specialist support needs, provided by relevant professionals; • suggest adjustments to planned 'off-job' training; • suggest adjustments to planned work experience (via the employer). 				
Skills					Knowledge				
S1 facilitate access to relevant, current information advice and guidance (IAG)					K1 sources of and how to access up-to-date and valid IAG				
Evidence	File Name	e.g. Written Evidence 1 e.g. Written Evidence 3	Page Nb/ Time Stamp	p1-p8 p1-p3	Evidence	File Name	e.g. Recording 2 e.g. Recording 7	Page Nb/ Time Stamp	(min:sec-min:sec) 05:00-10:12 00:00-02:18

Professional Discussion - Point Allocation

PD = Professional Discussion AC = Assessor Coach

Assessment Criterion		Points Allocated	
a. Authenticity	is there evidence to clearly demonstrate that this is the apprentice's own work?	Fail A Fail for Authenticity renders the evidence for this area unreliable leading to a 'Fail' overall.	
If passed			
The Assessment Criterion from the table below, are allocated points for Relevance, Effectiveness and Understanding as follows:			
0 Points = Not Demonstrated 1 Point = Partially Demonstrated 2 Points = Well Demonstrated			
Assessment Criterion	Not Demonstrated (0 Points)	Partially Demonstrated (1 Point)	Well Demonstrated (2 Points)
b. Relevance	Relevant criteria or behaviour have not been addressed or the evidence presented is not relevant.	Some relevant evidence has been presented but other evidence lacks relevance.	All the Showcase evidence presented during the PD is well focussed and relevant to the related criteria/behaviours
c. Effectiveness	During the PD the advice and support given by the AC, to learners. is incorrect or outdated, or fails to address current, accepted effective practice	During the PD the advice and support given by the AC addresses some aspects of effective practice but could usefully address other areas, or be more up-to-date.	During the PD the AC's advice and support addresses essential and important aspects of relevant, up-to-date industry and/or specialist practice
d. Understanding	During the PD the AC apprentice has failed to demonstrate an understanding of the importance or impact of the relevant assessment theme.	During the PD the AC has demonstrated a basic understanding of the relevant theme but their awareness of its wider impact is limited.	During the PD the AC is fully able to explain the value and impact of the assessment theme, in respect of all stakeholders.

Thematic/Synoptic Assessment Area				Assessment Criteria			
I.				Liaising with colleagues and relevant stakeholders to: <ul style="list-style-type: none"> ensure access to valid, current IAG; identify and support additional English and maths learning needs; identify other specialist support needs, provided by relevant professionals; suggest adjustments to planned 'off-job' training; suggest adjustments to planned work experience (via the employer). 			
Skills				Knowledge			
S1 facilitate access to relevant, current information advice and guidance (IAG)				K1 sources of and how to access up-to-date and valid IAG			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp
S3 agree a programme of development and assessment, setting realistic but challenging goals that meet learners' and employers' needs				K3 how to agree individual programmes that inspire and challenge learners to achieve current work-related knowledge and skills			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp
S4 liaise with employers, colleagues and others to support learners' development				K4 additional support for learners available through workplace and provider-based colleague			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp
S6 highlight learners' mathematics and English needs, and signposts to appropriate support				K6 maths and English underpinning vocational skills and how to access additional support			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp

Thematic/Synoptic Assessment Area				Assessment Criteria			
II.				Coaching to provide pastoral support and facilitate progress: <ul style="list-style-type: none"> use appropriate interpersonal skills to facilitate a 'learner-centred' approach to supporting learners. Relevant skills include 'active listening', 'motivational dialogue', structured coaching approaches (such as GROW) and effective action planning and review. 			
Skills				Knowledge			
S5 anticipate and overcome barriers to progress and inspire achievement, ensuring that learning is inclusive and supports diversity				K5 strategies for inspiring learners, increasing their resilience in overcoming barriers and obstacles, and in raising concerns			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp
S8 provide access to pastoral support and guidance				K8 ways of supporting the learner's well-being			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp
S11 use effective listening, assertiveness and questioning to support learners' to engage with their learning plans and with assessment criteria and processes				K11 the effective use of active listening, assertiveness and questioning skills to support retention, progress and achievement			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp

Thematic/Synoptic Assessment Area				Assessment Criteria			
III.				Using digital and mobile technologies effectively, efficiently and safely to: <ul style="list-style-type: none"> • communicate with learners and stakeholders; • support assessment processes; • maintaining secure but easily accessible records. 			
Skills				Knowledge			
S9 promote the safe and effective use of digital and mobile technologies to support learners and the Assessor-Coach role				K9 current and emerging technologies that could safely and effectively support learner autonomy and the Assessor-Coach role			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp
S10 agree and record targets and progress, complying with quality, confidentiality and data protection requirements				K10 administrative procedures for recording, storing and sharing information that is legally compliant			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp

Thematic/Synoptic Assessment Area				Assessment Criteria			
IV.				Assessing learners and providing feedback by: <ul style="list-style-type: none"> • facilitating Assessment for Learning (formative assessment) – an ongoing process of monitoring, evaluation and review of learning, ensuring that learners are learning the right things in the right way; • summatively assessing achievement of learning milestones and/or standards. 			
Skills				Knowledge			
S2 apply or reference relevant initial and diagnostic assessment				K2 relevant forms of assessment to identify individual needs			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp
S7 give timely feedback on progress towards mastery of relevant skills and knowledge				K7 effective practice in giving feedback to guide progress and achievement			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp
S11 use effective listening, assertiveness and questioning to support learners' to engage with their learning plans and with assessment criteria and processes				K11 the effective use of active listening, assertiveness and questioning skills to support retention, progress and achievement			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp

Thematic/Synoptic Assessment Area				Assessment Criteria			
v.				Maintaining the quality and safety of provision <ul style="list-style-type: none"> maintaining the quality and currency of own professional skills and knowledge; supporting quality improvement; ensuring learners' safety and safeguarding requirements; complying with relevant organisational guidelines and legislation. 			
Skills				Knowledge			
S12 comply with awarding organisation requirements and local quality and safety guidelines				K12 the quality and safety requirements of assessment and procedures for reporting concern			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp
S13 support peer review and quality assurance procedures				K13 Internal and External quality procedures and the role of peer review			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp
S14 report concerns about quality and safeguarding through appropriate channels				K14 organisational and legislative requirements for reporting concerns about quality and safeguarding			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp
S15 maintain the currency of their own knowledge and skills, with reference to workplace practice and feedback from others				K15 how to maintain occupational currency and ways to improve coaching			
Evidence	File Name		Page Nb/ Time Stamp	Evidence	File Name		Page Nb/ Time Stamp

Thematic/Synoptic Assessment Area		Assessment Criteria		
VI.		Understanding and demonstrating professionalism in all aspects of the role. Professional Behaviours (a) to (f)		
a Inspires, motivates and raises learners' aspirations through their passion for the sector				
Evidence	File Name		Page Nb/ Time Stamp	
b Operates at all times to ethical and legal standard and within professional boundaries				
Evidence	File Name		Page Nb/ Time Stamp	
c Models and encourages mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies				
Evidence	File Name		Page Nb/ Time Stamp	
d Is resilient and adaptable when dealing with challenge and change and maintaining focus and self-control				
Evidence	File Name		Page Nb/ Time Stamp	
e Values the importance of mathematics, English and ICT in learners' future economic and social well being				
Evidence	File Name		Page Nb/ Time Stamp	
f Evaluates and improves their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training sector				
Evidence	File Name		Page Nb/ Time Stamp	