

WHO WANTS TO BE A GRADE 1?

Select one of the statements A, B, C or D as your correct answer for each question.

Question 1

Which of these best describes your approach to **learner induction**?

- A. I devote at least ten minutes of the first week to getting to know the class, probably starting with an ice breaker to make people feel welcome
- B. On the first day, I get the learners to fill out the enrolment forms which usually covers everything I need to know
- C. I spend the first few weeks carrying out activities covered in the learner handbook checklist to ensure all learners have the information and support they need to feel safe, comfortable and achieve their learning outcomes.**
- D. I give out the learner handbooks and ask learners to read them – I need to make sure that learners don't miss too much of the time allotted for their course. Learners will ask if they need to know anything more.

Question 2

What is **initial assessment**?

- A. Non-accredited assessment used to identify a learner's strengths and weaknesses with a view to providing an appropriate learning programme.
- B. A fairly short assessment of a learner which may follow a screening test and which is designed to determine approximately the general level of knowledge or competence.**
- C. A short diagnostic test provided as the first part of a lengthier assessment process to determine whether or not a candidate's level of knowledge or competence falls within a range that requires further learning/investigation.
- D. Assessment that provides developmental feedback to a learner (and perhaps also their tutor) about an item, a group of items or the topic(s) to which they relate so that they can adjust their plan for future learning.**

Question 3

What depth should I go into on the **initial assessment** process?

- A. It is important to use a variety of sources of information for initial assessment but the same sources can be used for all learners.

- B. It is important for tutors and learners alike to understand the value of initial assessment if asked but it doesn't specifically need to impact on delivery of the course.
- C. It is important for the results of initial assessment to be used to inform future planning but this can be used on a group level.
- D. It is important for learners and tutors to understand why initial assessment is done, for a variety of sources of information to be used, for there to be scope for results to vary depending on the skills of each individual learner and for the results of initial assessment to be used.**

Question 4

Which of the following statements about **individual learning plans** is not true?

- A. It can be used to support future planning
- B. It has to be completed at the start of each session**
- C. It helps learners to recognise their achievements
- D. It supports the RARPA process

Question 5

Which of the following is not one of the stages of Recognising and Recording Progress and Achievement (RARPA)?

- A. Identification of learning objectives
- B. Initial assessment
- C. Induction**
- D. End of programme assessment

Question 6

Which of the following is the best example of differentiated learning?

- A. All learners covering the same topic and doing the same activity
- B. All learners covering the same topic and doing different activities**
- C. All learners covering a different topic and doing different activities
- D. All learners covering a different topic and doing the same activity

Question 7

Knowledge of learners preferred learning style can support the planning and delivery of a course. Which of the following is not a learning style?

- A. Visual
- B. Kinaesthetic
- C. Technological**
- D. Auditory

Question 8

As a tutor, how do you ensure that you are following equality and diversity principles?

- A. By telling everyone that ACLS has a policy and believes in Equality and Diversity
- B. By ensuring that I work in a way that is inclusive, free from discrimination and value-judgements and meets the needs of individuals in my class**
- C. By telling everyone where the accessible toilet is
- D. By going through the Equality and Diversity section of the ACLS learner handbook with the group

Question 9

As a tutor what is your responsibility with regard to progression/ IAG?

- A. No responsibility. (I don't have a responsibility for this, I only come in to teach my class for a couple of hours).
- B. Be able to tell the learners whose responsibility it is (It's nothing to do with me but I think there is someone down the corridor who does that sort of thing).
- C. To encourage learners to think about their next steps by discussing the matter and be able to make suggestions about progression opportunities and help available + arrange IAG if required (At induction we talk about the possibility of further courses and revisit this toward the end of the course. Information in my tutor handbook, which coincides with information given to learners, is used to show where additional support can come from. If requested, arrangements are made for an IAG input to be made by an advisor).**
- D. Deliver an IAG session to all learners (I deliver a group IAG session, followed up by individual sessions where requested).