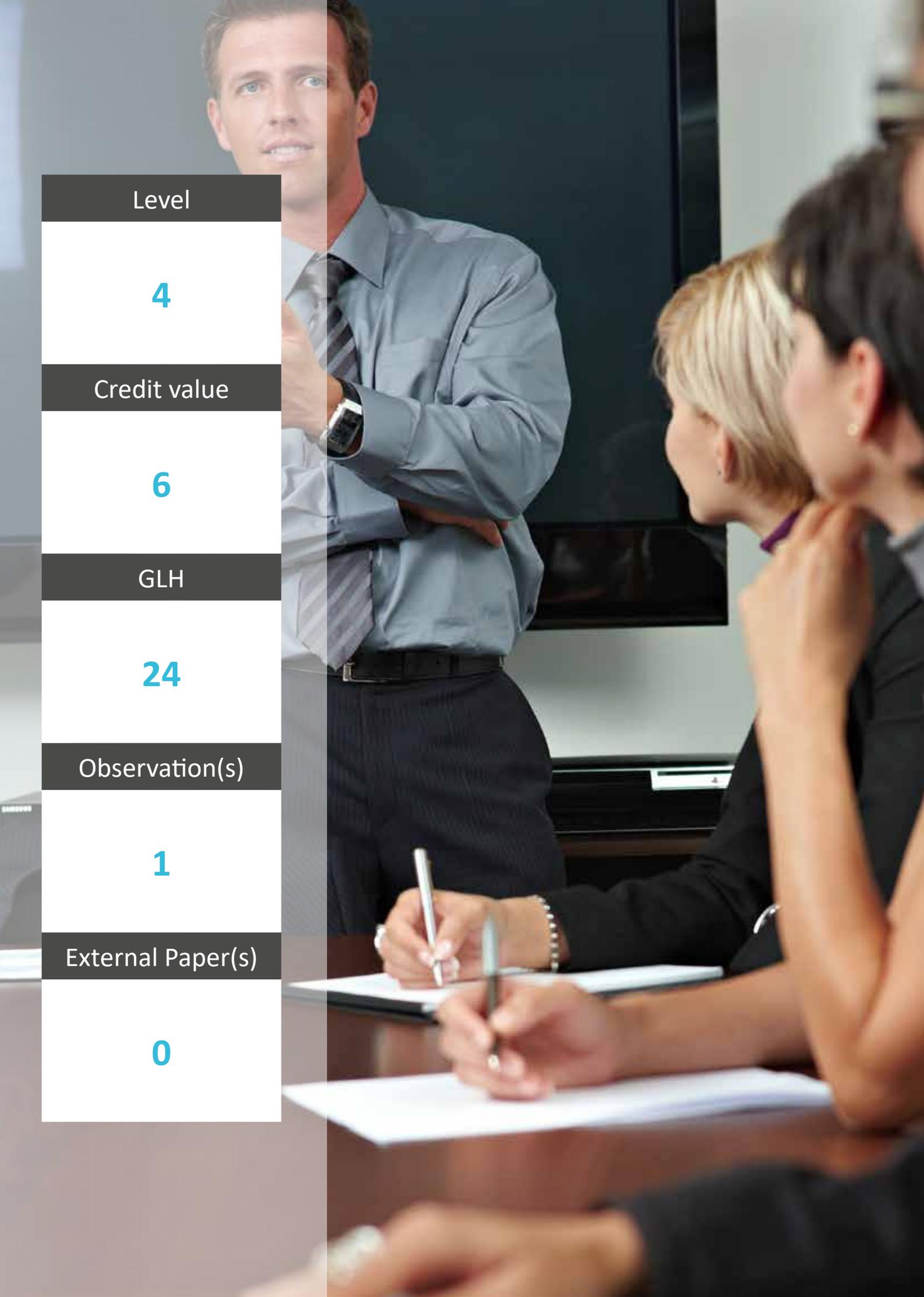# Delivering education and training

UET8

The aim of this unit is to enable you to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. You will gain an understanding of how technology can enhance teaching and learning and covers expectations in relation to the minimum core in delivering inclusive teaching and learning.

Level
4

Credit value
6

GLH
24

Observation(s)
1

External Paper(s)
0

Delivering education and training

Learning outcomes

On completion of this unit you will:

1. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements

2. Be able to communicate with learners and other learning professionals to promote learning and progression

3. Be able to use technologies in delivering inclusive teaching and learning

4. Be able to implement the minimum core when delivering inclusive teaching and learning

5. Be able to evaluate own practice in delivering inclusive teaching and learning

Evidence requirements

1. **Environment**
   Evidence for this unit must be gathered within real teaching and learning environment.

2. **Simulation**
   Simulation is not permitted for this unit.

3. **Achieving assessment criteria**
   There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.

4. **Teaching practice**
   There is a requirement to observe and assess teaching practice in this unit. To achieve this unit, you must be able to provide evidence of a minimum of one assessed observation of teaching practice confirming competent performance.

5. **Observation outcomes**
   Competent performance of Observation outcomes must be demonstrated to your assessor on **at least one occasion**.

   Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

6. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

7. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.

8. **External paper**
   There is no external paper requirement for this unit.

Achieving observations

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

Learning outcome 1

Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements

You can:

a. Create an inclusive teaching and learning environment

b. Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Learning outcome 2

Be able to communicate with learners and other learning professionals to promote learning and progression

You can:

a. Use communication methods and media to meet individual learner needs

b. Communicate with other learning professionals to meet individual learner needs and encourage progression

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Learning outcome 3

Be able to use technologies in delivering inclusive teaching and learning

You can:

a. Use technologies to enhance teaching and meet individual learner needs

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Learning outcome 4

Be able to implement the minimum core when delivering inclusive teaching and learning

You can:

a. Apply minimum core elements in delivering inclusive teaching and learning

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Knowledge

Learning outcome 1

Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements

You can:	Portfolio reference
c. Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners	

Learning outcome 2

Be able to communicate with learners and other learning professionals to promote learning and progression

You can:	Portfolio reference
c. Analyse benefits and limitations of communication methods and media used in own area of specialism	

Learning outcome 3

Be able to use technologies in delivering inclusive teaching and learning

You can:	Portfolio reference
b. Analyse benefits and limitations of technologies used in own area of specialism	

Learning outcome 4

Be able to implement the minimum core when delivering inclusive teaching and learning

You can:	Portfolio reference
b. Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning	

Learning outcome 5

Be able to evaluate own practice in delivering inclusive teaching and learning

You can:	Portfolio reference
a. Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others	
b. Identify areas for improvement in own practice in meeting the individual needs of learners	

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements

Inclusive teaching and learning environment:
Organisational policy and practice, classroom management, motivational theory (e.g. Maslow), level of learner and corresponding reading ages, inclusive language, representation of cultural differences, avoiding stereotyping, accommodation for learners with specific learning difficulties and disabilities.

Inclusive approach to teaching and learning in accordance with internal and external requirements:
Learning preference, different teaching methods accommodate different learning methods, accommodate different learning preferences and different abilities or needs; including one-to-one, paired work, small group teaching, whole group teaching, subject specialist knowledge, lesson planning, differentiation, inclusion, internal policy and practice, funding and regulatory body requirements.

Learning outcome 2: Be able to communicate with learners and other learning professionals to promote learning and progression

Communication methods and media:
Written, verbal and non-verbal communication, electronic, audio and social media, specialist support/aids and appropriate use of learning methods to accommodate different learning preferences and different abilities or needs, including one-to-one, paired work, small group teaching, whole group teaching, subject specialist knowledge, lesson planning, differentiation, inclusion, internal policy and practice.

Communicate with other learning professionals:
Teachers, mentors, learning support specialists, written/verbal/non-verbal communication, range of media, representatives from external agencies.

Benefits and limitations of communication methods and media:
Written, verbal and non-verbal communication, learners' levels and corresponding reading ages, capabilities of the learners, SMOG testing (McLaughlin formula/polysyllable count), range of media (e.g. handout, poster, email, text, presentation, DVD, internet, books, magazines, journals), maintenance of accurate and up-to-date learning records, Individual Learning Plans (ILPs) and other reviews.

Learning outcome 3: Be able to use technologies in delivering inclusive teaching and learning

Technologies to enhance teaching:
Use of technology; initial assessment, planning and designing learning and teaching, delivery of learning and teaching, assessment opportunities, review and monitoring of learner progression, copyright restrictions, strengths and limitations of technology.

Benefits and limitations of technologies:
Strengths and limitations of technological resources, strengths and limitations of computerised assessment, consideration of existing resources, financial constraints and cost of developing/implementing new resources, availability of technology, copyright restrictions, use of feedback from a range of suitable sources (e.g. learners, peers, managers), evaluation theory (e.g. Kirkpatrick), current thinking and debates concerning the use of ICT.

Learning outcome 4: Be able to implement the minimum core when delivering inclusive teaching and learning

Applying minimum core elements:
Adult literacy core curriculum, adult numeracy core curriculum, models of embedding core curricula e.g. dual skills teaching (one teacher), integrated team teaching (team of teachers with complementary expertise working together), linked or contextualised teaching (language, literacy, numeracy (LLN) linked to the vocational area using contextualised material), other forms of active collaboration between teachers to support learners progress towards vocational and LLN goals, signposting adult core curricula references, lesson planning.

Ways minimum core elements can be demonstrated:
Adult literacy core curriculum, adult numeracy core curriculum, adult ESOL core curriculum, lesson planning, different models of embedding core curricula (e.g. fully integrated, sandwich model), written, verbal and non-verbal communication, learners' levels and corresponding reading ages, capabilities of the learners, SMOG testing (McLaughlin formula/polysyllable count), range of media (e.g. handout, poster, email, text, presentation, DVD, internet, books, magazines, journals), use of feedback from a range of suitable sources (e.g. learners, peers, managers).

Learning outcome 5: Be able to evaluate own practice in delivering inclusive teaching and learning

Effectiveness of own practice:
Self-reflective practice, use of feedback from a range of suitable sources (e.g. learners, tutors, awarding organisations), meetings and sharing of good practice.

Areas for improvement in own practice:
Self-reflective practice, use of feedback from a range of suitable sources (e.g. learners, tutors, awarding organisations), meetings and sharing of good practice, CPD and action planning, SMART targets (specific, measurable, achievable, relevant, timely).

Notes

Use this area for notes and diagrams

Notes

Use this area for notes and diagrams