



Planning to meet the needs of learners in education and training

VRQ

Learner name:

UET7

Learner number:

A/505/1189





VTCT

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

[illegible]

Planning to meet the needs of learners in education and training

UET7

The aim of this unit is to enable you to agree individual learning goals with your learners, to plan inclusive learning and teaching approaches in accordance with internal processes and external requirements and to evaluate your own practice in planning teaching and learning. You will learn about the expectations in relation to the minimum core in planning inclusive teaching and learning.

Level

4

Credit value

3

GLH

15

Observation(s)

2

External Paper(s)

0



Planning to meet the needs of learners in education and training

UET7

Learning outcomes

On completion of this unit you will:

1. Be able to use initial and diagnostic assessment to agree individual learning goals with learners
2. Be able to implement the minimum core in planning inclusive teaching and learning
3. Be able to plan inclusive teaching and learning in accordance with internal and external requirements
4. Be able to evaluate own practice when planning inclusive teaching and learning

3. 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.

4. 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.

5. External paper

There is no external paper requirement for this unit.

Evidence requirements

1. 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.

2. Observation outcomes

Competent performance of Observation outcomes must be demonstrated to your assessor on **at least two occasions**.

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.

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 initial and diagnostic assessment to agree individual learning goals with learners

You can:

- a. Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners
- b. Record learners' individual learning goals

*May be assessed by supplementary evidence.

Observation	1	2	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Learning outcome 2

Be able to implement the minimum core in planning inclusive teaching and learning

You can:

- a. Apply minimum core elements in planning inclusive teaching and learning

*May be assessed by supplementary evidence.

Observation	1	2	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.



Learning outcome 1

Be able to use initial and diagnostic assessment to agree individual learning goals with learners

You can:	Portfolio reference
c. Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals	

Learning outcome 2

Be able to implement the minimum core in planning inclusive teaching and learning

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

Learning outcome 3

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

You can:	Portfolio reference
a. Devise a scheme of work in accordance with internal and external requirements	
b. Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements	
c. Explain how own planning meets the individual needs of learners	
d. Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners	
e. Identify opportunities for learners to provide feedback to inform inclusive practice	

Learning outcome 4

Be able to evaluate own practice when planning inclusive teaching and learning

You can:	Portfolio reference
a. Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others	
b. Identify areas for improvement in own planning to meet 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 initial and diagnostic assessment to agree individual learning goals with learners

Methods of initial and diagnostic assessment:

Organisational policy and practice, different methods of initial assessment (e.g. interview, multiple choice question and answer, computerised test, practical test, written assignment, discussion), written, verbal and non-verbal communication, inclusive language, adapting assessment arrangements to meet the needs of individual learners.

Record learners' individual learning goals:

Negotiation skills, written, verbal, non-verbal communication, organisational policy and practice, learner involvement, action planning, SMART targets (specific, measurable, achievable, relevant, timely), complete and update Individual Learner Plans (ILPs).

Role of initial and diagnostic assessment:

Purpose of initial assessment (e.g. identify barriers to learning, learning preferences, prior experience, recognition of prior learning (RPL), aspirations, current levels of qualification aptitude), purpose of diagnostic assessment (identify learning needs), organisational policy and practice, negotiation skills, SMART targets (specific, measurable, achievable, relevant, timely), learner involvement, action planning, written, verbal and non-verbal communication.

Learning outcome 2: Be able to implement the minimum core in planning 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 learners, SMOG testing (McLaughlin formula/polysyllable count), different resources available (e.g. handout, poster, presentation, DVD, internet, books, magazines, journals), evaluation theory (e.g. Kirkpatrick, Brookfield), use of feedback from a range of suitable sources (e.g. staff, peers, learners).

Learning outcome 3: Be able to plan inclusive teaching and learning in accordance with internal and external requirements

Scheme of work:

Scheme of work, lesson plans, aims and objectives, subject specialist knowledge, different learning and teaching methods to accommodate different learners and different abilities or needs including one-to-one, paired work, small group teaching, whole group teaching, minimising potential barriers to ensure curricula are accessible to all, assessment theory, consideration of how to deliver and requirements for specialist delivery; resources, location, equipment and timing, legislation, entitlement, differentiation, strands of diversity, application of policy and procedures, consideration of learners' needs, awarding organisation requirements, internal quality assurance, external quality assurance, requirements of funding and regulatory bodies, curriculum ideology (academic, liberal, progressive, democratic, instrumental).

Teaching and learning:

Lesson plans, aims and objectives, differentiation, subject specialist knowledge, different learning and teaching methods to accommodate different learners and different abilities or needs including one-to-one, paired work, small group teaching, whole group teaching, minimising potential barriers to ensure curricula are accessible to all, assessment embedding adult core curriculum, learning preferences, strengths and limitations of specific resources, legislation impacting upon practice.

How planning meets the individual needs of learners:

Learning preferences, inclusion, differentiation, written and verbal communication, scheme of work, lesson plans, aims and objectives, subject specialist knowledge, different learning and teaching methods to accommodate different learners and different abilities or needs including one-to-one, paired work, small group teaching, whole group teaching, minimising potential barriers to ensure curricula are accessible to all, assessment theory, consideration of how to deliver and requirements for specialist delivery - resources, location, equipment and timing, legislation, entitlement, strands of diversity, application of policy and procedures, consideration of learners' needs, awarding organisation requirements, models of reflection (e.g. Gibbs, Brookfield's lenses).

Ways teaching and learning plans can be adapted:

Learning preferences, different learning and teaching methods, strengths and limitations, lesson planning, extension activities, differentiated outcomes, Bloom's taxonomy of learning (categorisation of objectives – knowledge, comprehension, application, analysis, synthesis, evaluation), embedding LLN (language, learning, numeracy) and ICT, minimising barriers to learning and making curricula accessible to all, learners' levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), readability of resources, adapting assessment to meet specific learning difficulties and disabilities.

Opportunities for learners to provide feedback:

Lesson planning, using feedback from a range of suitable sources (e.g. learners, peers), self-reflection, active listening, evaluation theory, formal and informal feedback.

Learning outcome 4: Be able to evaluate own practice when planning inclusive teaching and learning

Effectiveness of own practice:

Self-reflective practice, use of feedback from a range of suitable sources (e.g. learners, peers, awarding organisations), meetings and sharing of good practice, models of reflection (e.g. Gibbs, Brookfield, Atkins and Murphy).

Areas for improvement:

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





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