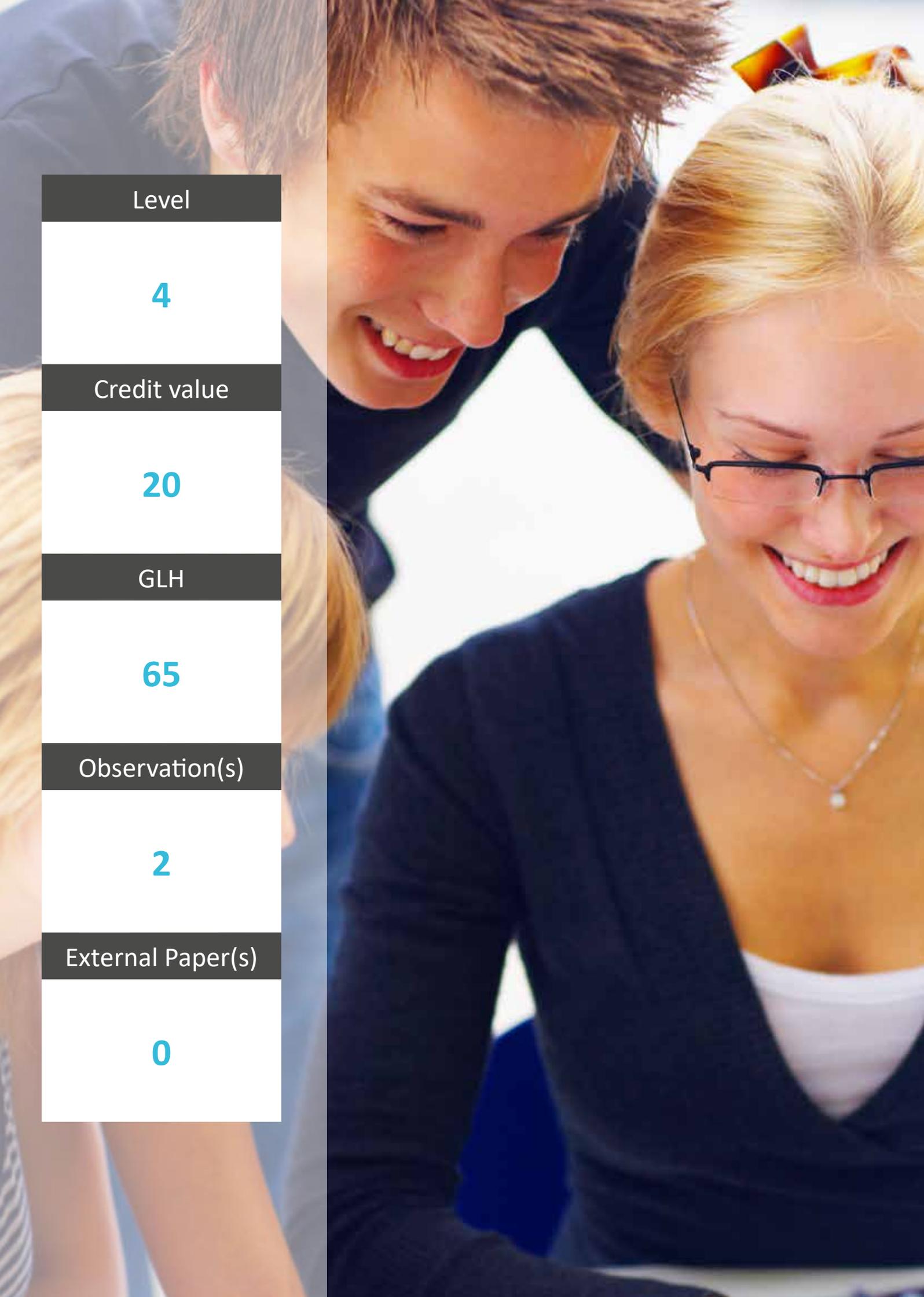# Teaching, learning and assessment in education and training

UET3

The aim of this unit is to provide you with the knowledge, understanding and skills relating to teaching, learning and assessment in education and training. You will understand the role and responsibilities of a teacher in education and training, agree individual learning goals and planning, as well as delivering and assessing inclusive teaching and learning. You will learn how to create and maintain an inclusive learning environment and evaluate your own practice.

Level
4

Credit value
20

GLH
65

Observation(s)
2

External Paper(s)
0

Teaching, learning and assessment in education and training

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 create and maintain a safe, inclusive teaching and learning environment

3. Be able to deliver inclusive teaching and learning

4. Be able to assess learning in education and training

5. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning

6. Understand roles, responsibilities and relationships in education and training

7. Be able to plan inclusive teaching and learning

8. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning

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. Evidence for this unit must be gathered in a teaching and learning environment.

2. **Simulation**
   Simulation is not allowed in this unit.

3. **Observation outcomes**
   Competent performance of Observation outcomes must be demonstrated 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.

4. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.

5. **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.

6. **Prerequisite**
   This unit is a prerequisite for the Level 5 unit UET4 Developing teaching, learning and assessment in education and training.

7. **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 competent 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 asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning 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 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 create and maintain a safe, inclusive teaching and learning environment

You can:

a. Establish and sustain a safe, inclusive learning environment

*May be assessed by supplementary evidence.

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

Learning outcome 3

Be able to deliver inclusive teaching and learning

You can:

a. Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners

b. Demonstrate ways to promote equality and value diversity in own teaching

c. Communicate with learners and learning professionals to meet individual learning needs

*May be assessed by supplementary evidence.

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

Learning outcome 4

Be able to assess learning in education and training

You can:

a. Use types and methods of assessment, including peer and self-assessment, to:
   - involve learners in assessment;
   - meet the individual needs of learners;
   - enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current; and
   - meet internal and external assessment requirements

b. Use questioning and feedback to contribute to the assessment process

c. Record the outcomes of assessments to meet internal and external requirements

*May be assessed by supplementary evidence.

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

Learning outcome 5

Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning

You can:

a. Apply minimum core elements in planning, delivering and assessing 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. Explain why it is important to identify and meet the individual needs of learners	
d. Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals	

Learning outcome 2

Be able to create and maintain a safe, inclusive teaching and learning environment

You can:	Portfolio reference
b. Explain why it is important to promote appropriate behaviour and respect for others	
c. Explain ways to promote equality and value diversity	

Learning outcome 3

Be able to deliver inclusive teaching and learning

You can:	Portfolio reference
d. Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners	
e. Analyse benefits and limitations of communication methods and media used in own area of specialism	
f. Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners	
g. Adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners	

Learning outcome 4

Be able to assess learning in education and training

You can:	Portfolio reference
d. Explain the purposes and types of assessment used in education and training	
e. Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners	
f. Communicate assessment information to other professionals with an interest in learner achievement	

Learning outcome 5

Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning

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

Learning outcome 6

Understand roles, responsibilities and relationships in education and training

You can:	Portfolio reference
a. Analyse own role and responsibilities in education and training	
b. Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	
c. Analyse the relationships and boundaries between the teaching role and other professional roles	
d. Describe points of referral to meet the needs of learners	

Learning outcome 7

Be able to plan inclusive teaching and learning

You can:	Portfolio reference
a. Devise a scheme of work in accordance with internal and external requirements	
b. Design teaching and learning plans which respond to: • the individual goals and 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 8

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

You can:	Portfolio reference
a. Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning, taking account of the views of learners and others	
b. Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning	

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 to agree individual learning goals with learners:
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/non-verbal communication, inclusive language, adapting assessment arrangements to meet the needs of individual learners.

Record learners' individual learning goals:
Individual Learning Plan (ILP) involving the learner, negotiation skills (personal and organisational), prioritisation and reasons for these (personal, organisational), individual needs, recording. Learner involvement, action planning, SMART targets (specific, measurable, achievable, relevant, timely).

Meet individual needs of learners:
Recognise barriers to learning, learning preferences, prior experience, recognition of prior learning (RPL), aspirations, current levels of qualification aptitude, motivation, achievement, setting SMART targets, learner involvement, action planning, written/verbal/non-verbal communication, organisational policy and practice.

Role and use of initial and diagnostic assessment in agreeing individual learning goals:
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, learner involvement, action planning, written/verbal/non-verbal communication.

Learning outcome 2: Be able to create and maintain a safe, inclusive teaching and learning environment

Safe, inclusive learning environment:
Regulation and legislation, organisational policies and procedures, negotiation skills, empowerment, establishing boundaries, strands of diversity, democratic approach, learners responsibility for own learning, barriers to learning, coping strategies, negotiation, goal setting, appropriate support mechanisms, fostering curiosity, appropriate level of challenge, ways to encourage individual and independent learning, identify and redress poor motivation and inappropriate behaviour, stimulate independent learning, codes of practice.

Importantance to promote appropriate behaviour and respect for others:
Creating an inclusive learning environment, recruitment, retention and achievement. Recognition of cultural diversity, empowerment, increased involvement in society, improved employment opportunities, addressing barriers to learning (instructional, social, cultural and personal). Regulation and legislation including the common inspection framework, equality legislation, compliance with internal systems and processes.

Promote equality and value diversity:
Verbal and non-verbal communication skills, written communication, pitching communication at appropriate levels for the learners, acknowledging diversity in preparing resources, stereotyping, adapting resources to support individual learners, understanding cultural variation in language (language structure and gestures), referral agencies, different forms of communicating (posters, newsletters, e-mail, presentation, report), promoting appropriate role models, challenging unacceptable language and behaviour, consider personal values and beliefs.

Learning outcome 3: Be able to deliver inclusive teaching and learning

Inclusive teaching and learning approaches and resources, including technologies:
Motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), learning preferences, lesson planning, differentiation, classroom management, applying organisational policies and procedures, written, verbal and non-verbal communication. Learners levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), testing resources, readability of resources, computerised resources, strengths and limitations of specific resources, learning preferences, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities.

Promote equality and value diversity in own teaching:
Verbal and non-verbal communication skills, written communication, pitching communication at appropriate levels for the learners, acknowledging diversity in preparing resources, stereotyping, adapting resources to support individual learners, understanding cultural variation in language (language structure and gestures), referral agencies, different forms of communicating (posters, newsletters, e-mail, presentation, report).

Communicate with learners and learning professionals:
Teachers, mentors, learning support specialists, written/verbal/non-verbal communication, range of media.

Effectiveness of teaching and learning approaches:
Models of reflection (e.g. Schön, Gibbs, Brookfield, Johns, Atkins and Murphy), self-reflective practice, models of evaluation (e.g. Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting, professionalism.

Benefits and limitations of communication methods and media:
Communication strategy, communication skills (e.g. written, verbal and non-verbal), methods of reporting (e.g. verbal, written, graphic), dissemination formats (e.g. presentation, publication, notice-board, email, report), negotiation skills, media (e.g. webcast, podcast, RSS feeds and VLE's), video conferencing, blogs.

Effectiveness of resources:
Learning preferences (e.g. VAK - Visual, Auditory, Kinesthetic, SMOG – Mclaughlin formula/polysyllable count), testing resources, readability of resources, strengths and limitations of range of resources (paper based, IT based, practical objects), representation of cultural difference, adapting resources to accommodate specific learning difficulties and disabilities.

Learning outcome 4: Be able to assess learning in education and training

Types and methods of assessment, including peer and self-assessment:
To involve learners in assessment, meet the individual needs of learners, enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current, meet internal and external assessment requirements, assessment planning involving the learner, different methods of assessment (e.g. observation, oral questioning, written questions, project based assignments), formal and informal, paper based and non-paper based, awarding organisation requirements, different types of assessment (e.g. formative, summative).

Questioning and feedback:
Questioning technique and structure, feedback 'sandwich' (praise-criticism-praise), identifying assessment outcomes as a basis for improvement/targets setting, measuring achievements in setting goals/action planning, use of feedback from range of appropriate sources e.g. work based assessor, timely reviews, learner self-reflection.

Record the outcomes of assessments:
Awarding organisation requirements, regulatory and funding organisation requirements, internal organisational policy and practice, accuracy, legibility, written communication.

Purposes and types of assessment:
Different stages of assessment (screening, initial, diagnostic, formative, summative), different forms of assessment (self, peer, ipsative, criterion referenced, normative referenced), assessment of learning, assessment as learning, assessment for learning, different methods of assessment (computerised, group work, practical observation, presentations, question and answer, test, role play, witness testimony), formal and informal assessment, validity, reliability, adaptation of assessment arrangements to meet the needs of individual learners.

Effectiveness of assessment:
Assessment theory, different methods of assessment (e.g. observation, oral questioning, written questions, games, assignments), different types of assessment (e.g. formative, summative), validity and reliability of assessment methods selected, strengths and limitations of a range of resources, reflective practice.

Communicate assessment information to other professionals:
Awarding organisation requirements, regulatory and funding organisation requirements, internal organisational policy and practice, accuracy, legibility, written communication, methods of communication (memo, email, poster, notice-board, publication).

Learning outcome 5: Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning

Minimum core elements in planning, delivering and assessing:

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 (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:

Analysis of personal skills in relation to adult core curriculum, different learning and teaching methods to accommodate different learning preferences and different learning abilities and/or needs including one-to-one, paired work, small group work, whole group teaching, different assessment methods (e.g. observation, oral questioning, written questions, games, assignments), meeting special assessment requirements, resource selection relating to learners levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), readability of resources, computerised resources, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities, evaluation theory (e.g. Kirkpatrick).

Learning outcome 6: Understand roles, responsibilities and relationships in education and training

Own role and responsibilities:
Teaching and training cycle (identify needs, plan, design, deliver/facilitate, assess, evaluate), Information, Advice and Guidance (IAG), signposting, liaising with other professionals, meeting organisation requirements, systems, procedures, maintaining standards, quality assurance, keeping records, registers, results, health and safety in the workplace, keeping up with own professional requirements.

Legislation, regulatory requirements and codes of practice:
Appropriate legislation and codes of practice (e.g. health and safety, equal opportunities), own role in promoting equality, teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation, data protection, consumer legislation and other legislation relating to subject specialism, regulatory requirements, safeguarding, child protection, make a positive contribution, achieve economic wellbeing, record keeping, codes of practice, subject specialist codes of practice, boundaries of teaching role.

Relationships and boundaries between the teaching role and other professional roles:
Role of collegiality and collaboration in local and regional areas, role of support agencies, learner referral, signposting, learner support opportunities, learning support opportunities, the different teams with which you interact in your daily work (e.g. external support agencies, external regulatory bodies, internal administrative support, internal quality assurance teams), limits of responsibility.

Points of referral:
Identifying support needs of learners, screening, initial assessment, diagnostic assessment, identifying key staff within organisations responsible for referral, identifying sources of learner support and learning support.

Learning outcome 7: Be able to plan inclusive teaching and learning

Scheme of work in accordance with internal and external requirements:

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.

Teaching and learning plans:

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 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, differentiation, strands of diversity, application of policy and procedures, consideration of learners' needs, awarding organisation requirements.

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 8: Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning

Effectiveness of practice in planning, delivering and assessing:
Models of reflection (e.g. Schön, Gibbs, Brookfield, Johns, Atkins and Murphy), self-reflective practice, models of evaluation (e.g. Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting, professionalism.

Identify areas for improvement:
Self-reflective practice, obtaining feedback from a range of appropriate sources (e.g. self, learners, peer/tutor observations, supervisors, managers).

Notes

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Notes

Use this area for notes and diagrams

Notes

Use this area for notes and diagrams