

# Developing teaching, learning and assessment in education and training

## UET4

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The aim of this unit is to provide you with the knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning.

It also involves applying theories of behaviour management in creating and maintaining an inclusive learning environment and applying theories and models of reflection to evaluate own practice.

Level

5

Credit value

20

GLH

65

Observation(s)

2

External Paper(s)

0



# Developing teaching, learning and assessment in education and training

UET4

## Learning outcomes

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### On completion of this unit you will:

1. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment
  2. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning
  3. Be able to apply theories, models and principles of assessment to assessing learning in education and training
  4. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning
  5. Be able to investigate practice in own area of specialism
  6. Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning
  7. Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning
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**  
The Level 5 unit UET6 Theories, principles and models in education and training is a prerequisite for this unit.
  7. **External paper**  
There is no external paper requirement for this unit.

## Evidence requirements

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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.

# Achieving observations

## Achieving observation outcomes

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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 apply theories of behaviour management to creating and maintaining 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 2

Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning

**You can:**

- a. Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners
- b. Demonstrate ways to promote equality and value diversity in own teaching
- c. Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression

\*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 apply theories, models and principles of assessment to assessing learning in education and training

**You can:**

- a. Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements
- b. Demonstrate the use of assessment data in:
  - monitoring learners' achievement, attainment and progress
  - setting learners' targets
  - planning subsequent sessions
  - recording the outcomes of assessment
- c. Communicate assessment information to other professionals with an interest in learner achievement

\*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 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			

## Achieving knowledge outcomes

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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\*:

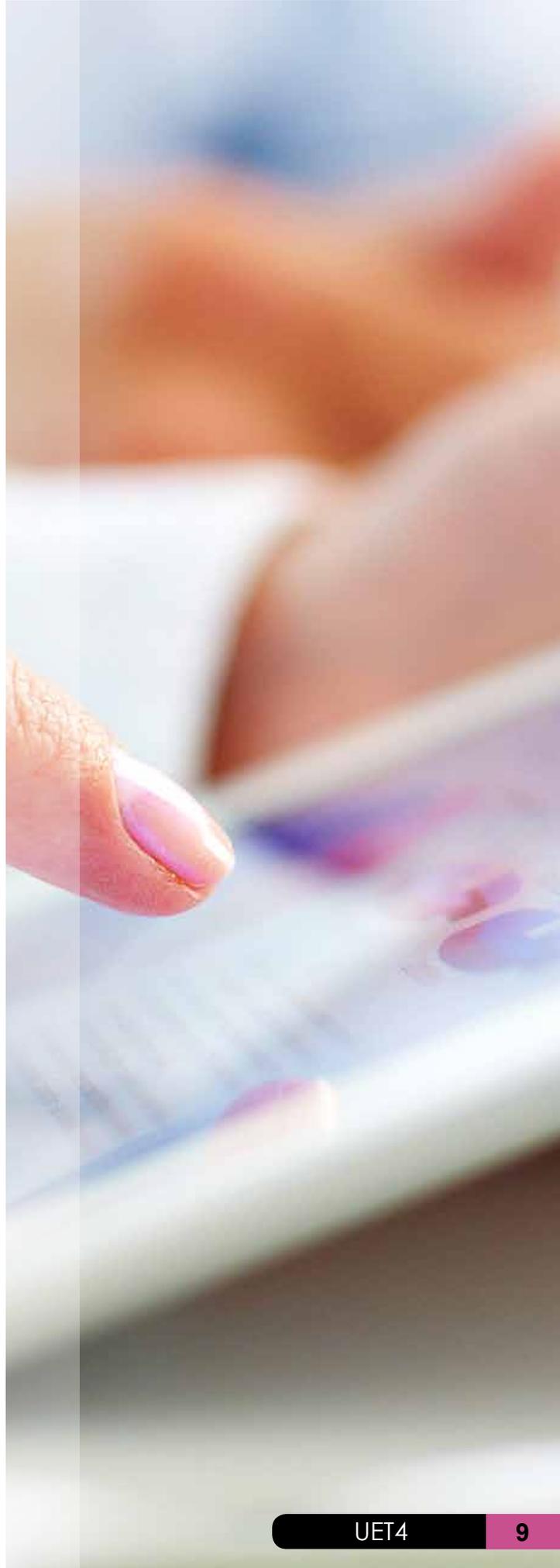
- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

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 apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment

You can:	Portfolio reference
b. Analyse theories of behaviour management	
c. Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management	

## Learning outcome 2

Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning

You can:	Portfolio reference
d. Design resources that: <ul style="list-style-type: none"><li>• actively promote equality and value diversity; and</li><li>• meet the identified needs of specific learners</li></ul>	
e. Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication	

## Learning outcome 3

Be able to apply theories, models and principles of assessment to assessing learning in education and training

You can:	Portfolio reference
d. Design assessments that meet the individual needs of learners	
e. Explain how own assessment practice has taken account of theories, models and principles of assessment	

## Learning outcome 4

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 5

Be able to investigate practice in own area of specialism

You can:	Portfolio reference
a. Analyse the application of pedagogical principles in own area of specialism	
b. Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism	

## Learning outcome 6

Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning

You can:	Portfolio reference
a. Use initial and diagnostic assessments to agree learners' individual goals and learning preferences	
b. Devise a scheme of work taking account of: <ul style="list-style-type: none"><li>• the needs of learners</li><li>• the delivery model</li><li>• internal and external requirements</li></ul>	
c. Design teaching and learning plans which take account of: <ul style="list-style-type: none"><li>• the individual goals, needs and learning preferences of all learners</li><li>• curriculum requirements</li></ul>	
d. Identify opportunities for learners and others to provide feedback to inform inclusive practice	
e. Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment	

## Learning outcome 7

Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning

You can:	Portfolio reference
a. Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning	
b. Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning	

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 apply theories of behaviour management to creating and maintaining 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.

### **Theories of behaviour management:**

Models of behaviour management (e.g. assertive discipline, logical consequences, reality therapy etc.), 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.

### **Creating and maintaining a safe, inclusive teaching and learning environment taking account of theories of behaviour management:**

Models of behaviour management, Motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), lesson planning, learning preferences, feedback (verbal and written), target setting, differentiation, group and individual dynamics, collaborative/team teaching, demonstration, role play, games, discussion, supported/flexible/independent study, learner-centred learning, social, cultural and emotional factors affecting motivation, reflective practice.

## Learning outcome 2: Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning

### Flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies:

Different teaching and learning methods to accommodate different learning preferences and different abilities and/or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/social/cultural/personal barriers to learning, Bloom's Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language/literacy/numeracy (LLN), different assessment methods, legislation impacting on practice.

### Promote equality and value diversity in own teaching:

Inclusion, differentiation, schemes of work, lesson planning, different teaching and learning methods to accommodate different learning preferences and different abilities and/or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/social/cultural/personal barriers to learning.

### Communicate with learners, learning professionals and others:

Teachers, mentors, learning support specialists, managers, written/verbal/non-verbal communication, range of media, referral systems, support agencies.

### Design resources:

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, protected characteristics (e.g. race, gender, disability, age, religion or belief, sexual orientation, transsexuality, marital status, marital status, civil partnership status), equality legislation, equal opportunities and equality and diversity policies. Inclusion, differentiation, schemes of work, lesson planning, different teaching and learning methods to accommodate different learning preferences and different abilities and/or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/social/cultural/personal barriers to learning.

### Theories, principles and models of learning and communication:

Learning theories, subject knowledge, qualification requirements, initial assessment, teaching strategies, assessment requirements. Programme evaluation (qualitative and quantitative information), methods of communication, codes of practice and professionalism.

## Learning outcome 3: Be able to apply theories, models and principles of assessment to assessing learning in education and training

### Flexibility and adaptability in using types and methods of assessment:

Awarding organisation requirements, evidence requirements, adaptation of assessment arrangements to meet the needs of individual learners, legislation impacting upon assessment (data protection, freedom of information, equality, health and safety, organisational policy and practice), different types of assessment (screening, initial, diagnostic, formative, summative), assessment of skills and knowledge, behaviour.

### Use of assessment data:

Types of records generated (e.g. application form, enrolment form, individual learning plan (ILP), assessment plans, reviews/tutorials, feedback reports, tracking sheets, registers), awarding organisation requirements, safeguarding (e.g. duty of care), auditable records, organisational policy and practice, data protection, freedom of information.

### Communicate assessment information:

Regulatory and funding agencies, contractors, sub-contractors, organisational policy and practice, accuracy, legibility, data protection legislation, feedback to learner, quality assurance (QA), internal quality assurance (IQA) monitoring, external quality assurance (EQA) monitoring, organisational self-assessment report (SAR), initial assessment, planning for assessment, assessment outcomes, progress reviews, action planning, appeals and complaints.

### Design assessments:

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.

### Theories, models and principles of assessment:

The learning journey and its relationship to the assessment cycle, assessment planning involving the learner, different stages of assessment (screening, initial assessment, diagnostic assessment, formative, summative), different forms of assessment (self, peer, ipsative, criterion referenced, normative referenced, assessment for learning, assessment as learning, assessment of learning), different methods of assessment (e.g. observation, oral questioning, written questions, project based assignments, examinations, product evidence), formal and informal, paper based and non-paper based, awarding organisation requirements, considering issues that impact upon selection of assessment methods (validity, reliability, fairness, sufficiency, currency, authenticity), strengths and limitations of different assessment methods, adaption of assessment strategies to meet individual needs, awarding organisation specification with reference to specific assessment requirements, differentiation.

## **Learning outcome 4: Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning**

### **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 (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 5: Be able to investigate practice in own area of specialism

### Application of pedagogical principles:

Subject specialist knowledge, teaching strategies, specialist resources, specialist knowledge and skills, awareness of different areas of specialism, range of requirements both for teacher and learners, consideration of how to deliver and requirements for specialist delivery (resources, location, equipment and timing, models of evaluation (e.g. Kirkpatrick, Brookfield)), obtaining qualitative and quantitative information from a range of sources, liaising with other professionals in your subject area.

### Use of creative and innovative approaches:

Cycle of innovation, use of analytical tools to identify strengths, etc. (e.g. Strengths, Weaknesses, Opportunities, Threats (SWOT analysis)), use of feedback from a range of suitable sources (e.g. appraisals, learner feedback, performance reviews, observation reports), impact on own practice (social, cultural and personal).

## **Learning outcome 6: Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning**

### **Initial and diagnostic assessments:**

Learning preferences, forms of initial and diagnostic assessment, linking existing skills/knowledge to learning requirements, interpretation of learning needs analysis results, written and verbal communication skills, recording feedback with learners, negotiating Individual Learning Plan (ILP) involving the learner, negotiation skills (personal and organisational).

### **Devise scheme of work:**

Awarding organisation and qualification requirements, programme characteristics, access to resources, characteristics of target audience, delivery models, methods of assessment, and methods of evaluation, internal requirements/limitations.

### **Design 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.

### **Opportunities for learners and others to provide feedback:**

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

### **Theories, principles and models of learning, communication and assessment:**

Lesson planning, learning preferences, rationale for delivery methods and selection of resources to actively engage learners in learning, differentiation, group and individual dynamics, collaborative/team teaching, learner-centred learning, consideration of social, cultural and emotional factors affecting motivation, methods of evaluation and reflective practice.

## **Learning outcome 7:** Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning

### **Use of theories and models of reflection to evaluate the effectiveness of own practice:**

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.

### **Ways to improve own practice:**

Models of reflection, self-reflective practice, obtaining feedback from a range of appropriate sources (e.g. self, learners, peer/tutor observations).

# Notes

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# Notes

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