

VTCT Level 5 Diploma in Education and Training

Operational start date:	1 January 2015
Credit value:	120
Total Qualification Time:	1200
Guided learning hours (GLH):	390 - 490
Qualification number:	601/5350/7

Statement of unit achievement

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

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UET3				
UET4				
UET6				
UET11				
Optional units				

The qualification

Introduction

The VTCT Level 5 Diploma in Education and Training qualification will provide you with the knowledge, understanding and skills to teach, and develop a range of personal qualities and attributes required for teaching, assessing and supporting learners.

You will learn about wider professional practice, theories, principles and models in education as well as teaching, learning and assessment in education.

During your course you will also have the opportunity to choose from a range of optional units including action research, inclusive practice, teaching in a specialist area and preparing for the personal tutoring role.

This qualification is a nationally recognised qualification for those individuals who aspire to, or hold a teaching role with an extensive range of teaching or training responsibilities.

National Occupational Standards (NOS)

This qualification has been mapped to the relevant NOS, and is regulated on the Regulated Qualifications Framework.

Prerequisites

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

Your centre will have ensured that you have the required knowledge, understanding and skills to enrol and successfully achieve this qualification.

Progression

Progression routes from this qualification to higher education programmes in education and training may be possible, as well as to employment in a teaching or education support role.

Qualification structure

Total credits required - 120 (minimum)

All mandatory units must be completed. A minimum of 70 credits must be achieved at level 5 or above.

Mandatory units - 75 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UET3	H/505/0912	Teaching, learning and assessment in education and training	20	65	4
UET4	R/505/0923	Developing teaching, learning and assessment in education and training	20	65	5
UET6	A/505/0818	Theories, principles and models in education and training	20	60	5
UET11	J/505/0837	Wider professional practice and development in education and training	15	50	5

Optional units - 45 credits (minimum)

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV51238	T/503/5380	Action research	15	50	5
UV41226	L/503/5384	Inclusive practice	15	50	4
UET12	J/505/1096	Teaching in a specialist area	15	50	4
UET13	M/505/1089	Delivering employability skills	6	20	4
UET14	L/505/0189	Preparing for the mentoring role	3	15	4
UET15	H/505/1090	Developing, using and organising resources in a specialist area	15	50	5
UET16	T/505/1093	Preparing for the personal tutoring role	3	15	4

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external quality assurers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external quality assurers.

Assessment explained

VTCT qualifications are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external quality assurer, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

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

All evidence should be documented in the portfolio and cross-referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UET3	Teaching, learning and assessment in education and training	0	✓	✓
UET4	Developing teaching, learning and assessment in education and training	0	✓	✓
UET6	Theories, principles and models in education and training	0	✗	✓
UET11	Wider professional practice and development in education and training	0	✗	✓

Optional units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV51238	Action research	0	✗	✓
UV41226	Inclusive practice	0	✗	✓
UET12	Teaching in a specialist area	0	✗	✓
UET13	Delivering employability skills	0	✓	✓
UET14	Preparing for the mentoring role	0	✗	✓
UET15	Developing, using and organising resources in a specialist area	0	✗	✓
UET16	Preparing for the personal tutoring role	0	✗	✓

Unit glossary

	Description
VTCT product code	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience; the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total Qualification Time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of competent observations, per outcome, required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Observation outcome	An observation outcome details the tasks that must be practically demonstrated to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper, a portfolio of evidence or other forms of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel with the unit's observation outcomes.

UET3

Teaching, learning and assessment in education and training

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.



Observations

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	<i>Optional</i>
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	<i>Optional</i>
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.*

Knowledge



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: <ul style="list-style-type: none"> • 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.

Importance 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).

UET4

Developing teaching, learning and assessment in education and training

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

Learning outcomes

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 UET 6 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

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

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.



Observations

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	<i>Optional</i>
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	<i>Optional</i>
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	<i>Optional</i>
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

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 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">• actively promote equality and value diversity; and• meet the identified needs of specific learners	
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"> • the needs of learners • the delivery model • internal and external requirements 	
c. Design teaching and learning plans which take account of: <ul style="list-style-type: none"> • the individual goals, needs and learning preferences of all learners • curriculum requirements 	
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	

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 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, maternal 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).

UET6

Theories, principles and models in education and training

The aim of this unit is to provide you with the knowledge and understanding of theories, principles and models applied to education and training. You will learn about the application of theories, principles and models of learning, communication and assessment in education and training. You will also cover the application of theories and models of curriculum development within your own area of specialism, and the application of theories and models of reflection and evaluation of your own practice.

Level

5

Credit value

20

GLH

60

Observation(s)

0

External paper(s)

0



Theories, principles and models in education and training

Learning outcomes

On completion of this unit you will:

1. Understand the application of theories, principles and models of learning in education and training
2. Understand the application of theories, principles and models of communication in education and training
3. Understand the application of theories, principles and models of assessment in education and training
4. Understand the application of theories and models of curriculum development within own area of specialism
5. Understand the application of theories and models of reflection and evaluation to reviewing own practice

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. *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.
3. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes a in this unit. All outcomes must be achieved.
4. *Prerequisite*
This unit is a prerequisite for the Level 5 unit UET4 Developing teaching, learning and assessment in education and training.
5. *External paper*
There is no external paper requirement for this unit.

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

Understand the application of theories, principles and models of learning in education and training

You can:	Portfolio reference
a. Analyse theories, principles and models of learning	
b. Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment	
c. Analyse models of learning preferences	
d. Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment	



Learning outcome 2

Understand the application of theories, principles and models of communication in education and training

You can:	Portfolio reference
a. Analyse theories, principles and models of communication	
b. Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment	



Learning outcome 3

Understand the application of theories, principles and models of assessment in education and training

You can:	Portfolio reference
a. Analyse theories, principles and models of assessment	
b. Explain ways in which theories, principles and models of assessment can be applied in assessing learning	



Learning outcome 4

Understand the application of theories and models of curriculum development within own area of specialism

You can:	Portfolio reference
a. Analyse theories and models of curriculum development	
b. Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism	



Learning outcome 5

Understand the application of theories and models of reflection and evaluation to reviewing own practice

You can:	Portfolio reference
a. Analyse theories and models of reflection and evaluation	
b. Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice	

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: Understand the application of theories, principles and models of learning in education and training

Theories, principles and models of learning: Learning theory (andragogy, behaviourism, cognitivism, humanism, socially situated learning), motivation theory (e.g. Maslow, Herzberg, McGregor), learning domains, Bloom's taxonomy, assessment theory, different types of assessment (e.g. initial, formative, summative), different methods of assessment (e.g. observation, oral questioning, written questions, practical exercises), reflective practice theory, models of reflection (e.g. Gibbs, Schon, Rolfe, Brookfield).

Ways theories, principles and models can be applied to teaching, learning and assessment: Learning preferences, different teaching and learning methods to accommodate different learners and different abilities or needs (e.g. one-to-one, paired work, small group teaching, whole group learning), communication theory, written, verbal and non-verbal communication, inclusive language, lesson planning, differentiation, classroom management, applying organisational policies and procedures, demonstrating use of appropriate resources, strengths and limitations of specific resources, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities.

Models of learning preferences: Kolb, Honey & Mumford, VAK (VARK – Visual, Auditory, Reading, Kinesthetic).

Identifying and taking account of learners' individual preferences: Learning preferences, different teaching and learning methods to accommodate different learners and different abilities or needs (e.g. one-to-one, paired work, small group teaching, whole group learning), communication theory, written, verbal and non-verbal communication, inclusive language, lesson planning, differentiation, classroom management, applying organisational policies and procedures, demonstrating use of appropriate resources, strengths and limitations of specific resources, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities.



Learning outcome 2: Understand the application of theories, principles and models of communication in education and training

Theories, principles and models of communication: Transactional analysis, interactive, linear, institutional, social, cultural and personal barriers to communication.

Ways theories, principles and models of communication can be applied: Lesson planning, Blooms Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language, literacy, numeracy (LLN), adult core curriculum,

communication theory, written, verbal and non-verbal communication, inclusive language, readability (FOG and SMOG index), reading age, listening skills, questioning technique.

Learning outcome 3: Understand the application of theories, principles and models of assessment in education and training

Theories, principles and models 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.

Ways theories, principles and models of assessment can be applied: 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, norm-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, adaptation of assessment strategies to meet individual needs, awarding organisation specification with reference to specific assessment requirements, differentiation.



Learning outcome 4: Understand the application of theories and models of curriculum development within own area of specialism

Theories and models of curriculum development: Educational ideologies (e.g. academic, liberal, progressive, instrumental, democratic), curriculum as a body of knowledge, product, process, praxis, curriculum models (e.g. linear, modular, spiral), analysis of factors impacting upon curriculum design (e.g. national policy, local issues, organisational issues, resource availability, needs of learners, educational ideology and sociological issues, awarding organisation, requirements), schemes of work, lesson planning, different methods of delivering teaching and learning, different methods of assessment, strengths and limitations of resources.

Ways theories and models of curriculum development can be applied: 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, 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.

Learning outcome 5: Understand the application of theories and models of reflection and evaluation to reviewing own practice

Theories and models of reflection and evaluation: 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.

Ways theories and models of reflection and evaluation can be applied: Nature of reflective practice, different opportunities to engage in reflective practice (e.g. reflective journal, reviewing own actions actively, seeking feedback from a range of suitable sources, engaging with a mentor, Schön (reflection in action/reflection on action)),

different models to frame reflective practice (e.g. Gibbs, Atkins and Murphy, Rolfe, Johns), strengths and limitations of different opportunities, strengths and limitations of different models.

UET11

Wider professional practice and development in education and training

The aim of this unit is to provide you with the knowledge, understanding and skills relating to wider professional practice in education and training. You will learn about professionalism and professional values in education and training, the policy context of education and training, the impact of being accountable to stakeholders and external bodies, and the organisational context of education and training. You will also understand how to contribute to the quality improvement and quality assurance arrangements of an organisation.

Level

5

Credit value

15

GLH

50

Observation(s)

0

External paper(s)

0



Wider professional practice and development in education and training

Learning outcomes

On completion of this unit you will:

1. Understand professionalism and the influence of professional values in education and training
2. Understand the policy context of education and training
3. Understand the impact of accountability to stakeholders and external bodies on education and training
4. Understand the organisational context of education and training
5. Be able to contribute to the quality improvement and quality assurance arrangements of an organisation

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. *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.
3. *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.
4. *External paper*
There is no external paper requirement for this unit.

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

Understand professionalism and the influence of professional values in education and training

You can:	Portfolio reference
a. Define the concepts of professionalism and dual professionalism in education and training	
b. Explain ways in which professional values influence own practice in own area of specialism	



Learning outcome 2

Understand the policy context of education and training

You can:	Portfolio reference
a. Explain ways in which social, political and economic factors influence education policy	
b. Analyse the impact of current educational policies on curriculum and practice in own area of specialism	



Learning outcome 3

Understand the impact of accountability to stakeholders and external bodies on education and training

You can:	Portfolio reference
a. Explain the roles of stakeholders and external bodies in education and training	
b. Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training	
c. Explain why it is important to work in partnership with employers and other stakeholders in education and training	
d. Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism	



Learning outcome 4

Understand the organisational context of education and training

You can:	Portfolio reference
a. Explain key aspects of policies, codes of practice and guidelines of an organisation	
b. Analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism	



Learning outcome 5

Be able to contribute to the quality improvement and quality assurance arrangements of an organisation

You can:	Portfolio reference
a. Analyse the quality improvement and quality assurance arrangements of an organisation	
b. Explain the function of self-assessment and self-evaluation in the quality cycle	
c. Evaluate a learning programme taking account of the quality arrangements of an organisation	
d. Identify areas for improvement in a learning programme taking account of the outcomes of evaluation	

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: Understand professionalism and the influence of professional values in education and training

Professionalism and dual

professionalism: Dual professionalism, professional association, Education and Training Foundation core values, subject specialist professional associations and core values, the nature of professionalism education and training, Initial Teacher Training (ITT) reforms and professional standards.

Influence of professional values on own practice: Own values shaped by cultural/ social/political factors, self-reflection, forms

of reflection (e.g. technical or problem solving reflection, practical reflection (appraisal of the whole situation involving the assumptions/values of the reflector), critical reflections which consider the social/political context of the issue), models of reflection (e.g. Gibbs, Johns, Rolfe et al., Atkins and Murphy).

Learning outcome 2: Understand the policy context of education and training

Influence of social, political and economic factors on education policy:

National, regional and local development objectives, employment, unemployment, immigration, migration, future skill requirements, minimum skills, transferable skills, competitiveness, inspections, benchmarking, equality and diversity.

Impact of current educational policies on curriculum and practice:

The policy cycle (policy creation, policy implementation, policy monitoring, policy evaluation), pertinent government departments and policy documents relating to the lifelong learning sector, regulatory bodies (e.g. funding agencies), inspection regimes, sector skills councils and standard setting bodies, boundary

spanning, monitoring potential changes in policy within the sector, staff/workforce development for dual professionalism.



Learning outcome 3: Understand the impact of accountability to stakeholders and external bodies on education and training

Stakeholders and external bodies: Stakeholder analysis, regulatory bodies, standard setting bodies, awarding bodies, funding organisations, learners, employers.

Impacts on organisations in education and training: Approval, endorsement, certification, standards and expectations, access to contracts and funding, codes of conduct, codes of practice, staff functions, roles and responsibilities, growth, development, continuous improvement, opportunities.

Working in partnership with employers and other stakeholders: Factors affecting workforce development, benefits of engaging in workforce development (e.g. up-skilling staff, increased productivity, improved competitiveness, empowerment of staff etc.), networking, motivation theory (e.g. Maslow, Herzberg, McGregor).

Impact of stakeholders and external bodies on curriculum design, delivery and assessment: Stakeholder analysis, accountability, performance measurement, benchmarking, continuous improvement, access to funding, monitoring and inspection, marketing, promotion, recognition, reward.

Learning outcome 4: Understand the organisational context of education and training

Policies, codes of practice and guidelines of an organisation: Vision, mission, objectives, internal requirements, external requirements, responsibilities within the organisation (e.g. legislation, regulatory requirements, codes of practice, health and safety, equality and diversity, safeguarding, data protection, record keeping).

Impact of organisational requirements and expectations on curriculum and practice: Organisational policy and practice, evaluation theory (e.g. Kirkpatrick,

Brookfield), use feedback from a range of suitable sources (e.g. learners, work-based assessor, peer, tutor observation, management), learner and programme evaluation (quantitative and qualitative information).



Learning outcome 5: Be able to contribute to the quality improvement and quality assurance arrangements of an organisation

Quality improvement and quality assurance arrangements of organisation:

Organisational policy and practice, data protection, awarding body requirements, regulatory and funding agency requirements, audit trails, internal quality assurance (IQA), external quality assurance (EQA), organisational self-assessment report (SAR) and development plans, benchmarking, milestones, outcomes.

Function of self-assessment and self-evaluation in the quality cycle: The quality cycle (plan, do, check, act), assessment for learning, assessment of learning, evaluation of teaching and learning, use qualitative and quantitative information, evaluation theory (e.g. Kirkpatrick, Brookfield), use of feedback from a range of suitable sources (e.g. learners, peer, tutor, manager), continuous quality improvement.

Learning programme: Organisational policy and practice, evaluation theory (e.g. Kirkpatrick, Brookfield), use feedback from a range of suitable sources (e.g. learners, work-based assessor, peer, tutor observation, management), learner and programme evaluation (qualitative information).

Areas for improvement: Quality improvement plans, action planning, SMART objectives (specific, measurable, achievable, relevant, timely), strengths and limitations of organisations and own skills and knowledge (experience, qualifications, current skills and knowledge), liaison with other agencies and learning professionals, current research relating to professional practice.