Passing Assessments for the Certificate in Education and Training

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This chapter is in two parts. The first part: **Self-assessment activities**, contains questions and activities which relate to the fourth learning outcome of the Certificate in Education and Training unit Planning to meet the needs of learners in education and training.

The assessment criteria are shown in boxes and are followed by questions and activities for you to carry out. Ensure your responses are *specific to you*, the *subject* you will teach and the *context* and *environment* in which you will teach. As this unit is at level 4, you should use academic writing and referencing when responding to the questions. When referring to a quote, make sure you understand what the quote means and how it will fit within your writing. It could be that you agree with what the author has said and it supports what you are saying, or it could be that you totally disagree with it. If so, explain why you agree or disagree and, if it's the latter, state what you would do differently. You need to write what you think, or what your point of view is, and relate it to your specialist subject.

After completing the activities, check your responses with the second part: **Guidance for evidencing achievement**. This guidance is not intended to give you the answers to questions you may be asked in any formal assessments; however, it will help you focus your responses towards meeting the assessment criteria.

At the end of the chapter is an example of a completed **Assessment grid** which gives ideas for evidence you could provide towards meeting the assessment criteria. Evidence can be cross-referenced between units and assessment criteria if it meets the requirements.

Self-assessment activities

4.1 Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others

Q32 How can you review the effectiveness of your own practice?

Q33 Obtain feedback from your learners and others regarding the planning process to ensure you have met the individual needs of your learners.

Q34 Review the effectiveness of your practice based on the feedback you have received.

4.2 Identify areas for improvement in own planning to meet the individual needs of learners

Q35 Based on the feedback you have received, what areas have you identified which require improvement in relation to meeting the individual needs of learners when planning?

Guidance for evidencing achievement

> 4.1 Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others

Q32 How can you review the effectiveness of your own practice?

Your response could state that the process of reviewing your own practice involves self-reflection which should be used regularly and become a part of your everyday activities. All reflection should lead to an improvement in practice; however, there may be events you would not want to change or improve as you felt they went well. If this is the case, reflect as to why they went well and use these methods in future sessions. As you become more experienced at reflective practice, you will see how you can improve and develop further. There may be aspects of your practice that will need time for changes or improvements to take effect. You might need to attend training, or devise something new before you can try out these changes.

Reviewing your progress will help you learn about yourself and what you could improve. For example, how you react to different situations or learners, how patient you are and what skills you may need to develop. You might also decide you need further training or support to improve your subject knowledge, your teaching/assessing skills and/or English, maths and ICT skills.

You could research various models of reflective practice by reading relevant text books and/or accessing the internet. You could then select one that you feel is appropriate to the context of your practice. Any model you select should be simple and straightforward so that you can relate to it.

There are many ways of recording your reflections and you should select the ones that best meet your needs. For example, you might consider how effective (or not) the initial and diagnostic assessment activities were. You could develop these reflections and note them in a journal or diary (written, visual or audio). You could then refer to a model such as Brookfield's (1995) four points of view when looking at your practice, which he called critical lenses. These lenses are from the point of view of:

- the teacher

- the learner

- colleagues

- theories and literature

Using these points of view will help you reflect upon a situation and see it in a different perspective. Skilled teachers will try to see themselves as their learners see them. Brookfield believes that *'of all the pedagogic tasks that teachers face, getting inside students' heads is one of the trickiest. It is also the most crucial'* (1995: 92).

You could read your organisation's last Ofsted inspection report (if applicable) regarding the use of initial and diagnostic assessment, and how teachers plan their sessions. You could review the strengths and areas for improvement, relate these to your own practice and identify if you need to make any changes as a result.

You should keep evidence of what you have done to show your assessor, who might also observe you with your learners. Be prepared to justify all your decisions.

Q33 Obtain feedback from your learners and others regarding the planning process to ensure you have met the individual needs of your learners.

This is a practical task enabling you to obtain feedback from your learners and others. Feedback from learners can come via written and oral questions, online polls and surveys, questionnaires, comment/feedback forms, good news stories in newsletters and the local press, social media and any other suitable method you wish to use.

Feedback from others can include verbal and written comments from:

- appraisal and review records

- awarding organisation reports

- external inspection reports

- colleagues, managers

- good news stories, i.e. organisational newsletters, local press, online stories

- internal and external quality assurance feedback

- learner comment/feedback forms

- learning support workers, teaching assistants and volunteers

- mentors, peers

- observation reports, e.g. Ofsted, qualification observers, organisation observers

- online polls

- peer observation reports

- questionnaires

- referral agencies, i.e. Job Centre Plus, National Careers Service

- regional and/or national magazine articles or reports

- self-assessment reports, i.e. those required by funding agencies

- self-evaluation forms

- surveys

- workplace supervisors

and anyone else who has an interest in planning an inclusive learning experience for your learners.

Feedback about the way in which you implement the planning process can be obtained formally via external quality assurance or inspection reports or informally via meetings with your mentor and colleagues.

You should obtain the feedback in the most appropriate way, which might include using your own methods, or those of the organisation. You could include a statistical analysis of the feedback received, including bar charts, pie charts and/or line graphs.

You should keep evidence of what you have done to show your assessor, who might also observe you with your learners. Be prepared to justify all your decisions.

Evidence could include anonymised completed copies of:

- awarding organisation reports

- external inspection reports, i.e. Ofsted

- good news stories, i.e. organisational newsletters, local press

- internal and external quality assurer feedback

- learner comment/feedback forms

- online polls

- questionnaires

- regional and/or national magazine articles, or reports which may be online

- self-assessment reports required by funding agencies

- self-evaluation forms

- surveys

Q34 Review the effectiveness of your practice based on the feedback you have received.

Based on the feedback you have received, review the effectiveness of your practice. You should consider instances of where you have received feedback for something specific.

For example:

Your ILP plans are detailed with SMART (specific, measurable, achievable, relevant and time-bound) and achievable learning goals – perhaps all learners have stated this is due to your discussing with them what their learning goals are and how they contribute towards their aspirations. They also liked the fact you discussed what they could achieve within a realistic timescale. However, you feel you could explore the range of initial and diagnostic assessments you use to find more appropriate methods of testing learners where English is a second language. This is to ensure you can engage confidently with a diverse range of learners and meet their differing needs, resulting in a positive match between the learner and your programme.

Your retention rates are higher than the target set by your organisation – the internal quality assurer has stated that your teaching and learning plans record effectively your approach to differentiation ensuring that you meet the needs of all of your learners, therefore helping to retain them. Learners state that the planned learning experience is personalised based on their interests and their preferred learning styles. To support this approach you include teaching assistants and volunteers, so that they are well briefed, and this is

documented in your teaching and learning plans. They state that they are pleased with the way in which they are included in the planning process. As a result, they are better able to provide learners with the support they need to make progress. You feel your planning is thorough and takes account of individuals learning and not just your teaching. Your learners tell you during their tutorial sessions that they are enjoying learning and feel that they benefit from the extra support they receive.

You could include a summary of the feedback you have received when you evaluated the planning stages of the teaching, learning and assessment process. This could take the form of a self-evaluation section at the end of each teaching and learning session plan, or as a journal or diary (written, visual or audio) in which you note any significant incidents. You could record how you felt about the incident, what you would do differently if it happened again, and relate this to a reflective theorist.

To help you with this approach you could apply the model of reflection called Experience, Describe, Analyse, Revise (EDAR) (Gravells and Simpson, 2014). Take a situation and use the EDAR aspects to reflect upon it.

You could cross-reference your response to the unit: **Planning to meet the needs of learners in education and training** (4.2) if you have met the required criteria.

> 4.2 Identify areas for improvement in own planning to meet the individual needs of learners

Q35 What areas have you identified which require improvement in relation to meeting the individual needs of learners when planning?

This could include the fact that:

You need to access and integrate the knowledge and skills of specialist staff – some learners stated that they would have felt more confident if they had been offered a short introductory programme which included a refresher on study skills, particularly developing skills in research and writing assignments. You will speak to the appropriate staff in your organisation to plan a short programme that could be delivered by both you and a functional skills specialist.

You need to keep up to date with changes in the education sector that affect you and your learners. You have several learners who have been referred to your programme by Job Centre Plus to help them gain qualifications to enhance their job prospects. You will need to find out, within the boundaries of your role, if there are any specific responsibilities that you need to be aware of. If appropriate, you will need to liaise with Job Centre Plus staff to update them on learner punctuality and attendance. You will also need to liaise with your teaching assistants and volunteers to ensure they are informed.

You should relate your response to a reflective theory such as Schön (1983) who suggests two methods of reflection:

- reflection *in* action

- reflection *on* action

Reflection in action happens at the time of the incident, is often unconscious, is proactive and allows immediate changes to take place. For example, if you see that some learners are confused by an initial assessment question, you will rephrase it straight away.

Reflection on action takes place after the incident, is a more conscious process and is reactive. This allows you time to think about the incident, consider a different approach, or to talk to others about it before making changes. However, it might not allow you to deal with a situation as it occurs. For example, if you chose not to rephrase a question at the time, it might have had a negative impact upon the initial assessment process. However, you would be able to change it for future learners.

You could create an action plan identifying areas for your own improvement, with realistic target dates.

You could produce an anonymised case study which covers the full process of designing a survey, implementing it, analysing the results, and identifying the areas which are effective, and which need improvement, regarding the planning process. The survey should take into account the views of your learners and others.

You could cross-reference your response to the unit: Planning to meet the needs of learners in education and training (4.1) if you have met the required criteria.

Theory focus

References and further information

Brookfield, S (1995) *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass.

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Martin, K (1996) 'Critical incidents in teaching and learning,' *Issues of Teaching and Learning*, 2 (8).

Roffey-Barentsen, J and Malthouse, R (2013) *Reflective Practice in Education and Training* (2nd edn). London: Learning Matters SAGE.

Rushton, I and Suter, M (2012) *Reflective Practice for Teaching in Lifelong Learning*. Maidenhead: OU Press.

Schön, D (1983) *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

Websites

Online surveys – www.surveymonkey.com

Reflective practice – http://www.brainboxx.co.uk/a3_aspects/pages/Reflective.htm

UNIT TITLE: Planning to meet the needs of learners in education and training
Assessment grid

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Example evidence
4. Be able to evaluate own practice when planning inclusive teaching and learning	4.1	Review the effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others	An explanation of how you can review the effectiveness of your own practice. A reflective learning journal or diary (written, visual or audio), which reviews the effectiveness of the planning process and relates your entries to a model of reflective practice. A written review of the effectiveness of your own practice. For example, revisiting the way learning goals are agreed with learners. A written review of the effectiveness of your own practice compared to your organisation's last Ofsted report (if applicable). Documents which relate to planning, for example, scheme of work, teaching and learning plans, initial/diagnostic assessments, individual learning plans, showing how you have reviewed their effectiveness. Anonymised completed copies of appraisal and review records, awarding organisation reports, internal quality assurer feedback, learner comment/feedback forms, Ofsted reports, online polls, questionnaires and surveys. Specific comments and feedback received from others, whether positive or negative. A statistical analysis of the feedback received, including bar charts, pie charts and/or line graphs. Cross-referenced to the unit: Planning to meet the needs of learners in education and training (4.2).
	4.2	Identify areas for improvement in own planning to meet the individual needs of learners	A written identification of areas which require improvement, relating them to your own planning practice. For example, using more specialist staff during the initial assessment process. An action plan identifying areas for your own improvement, with realistic target dates. An anonymised case study which covers the full process of designing a survey, implementing it, analysing the results, and identifying the areas which are effective, and which need improvement. The case study should relate to the planning process and take into account the views of learners and others. Cross-referenced to the unit: Planning to meet the needs of learners in education and training (4.1).

8 BE ABLE TO USE INCLUSIVE TEACHING AND LEARNING APPROACHES IN ACCORDANCE WITH INTERNAL AND EXTERNAL REQUIREMENTS

This chapter is in two parts. The first part: **Self-assessment activities**, contains questions and activities which relate to the first learning outcome of the Certificate in Education and Training unit Delivering education and training.

The assessment criteria are shown in boxes and are followed by questions and activities for you to carry out. Ensure your responses are *specific to you*, the *subject* you will teach and the *context* and *environment* in which you will teach. When using a quote, make sure you understand what the quote means and how it will fit within your writing. It could be that you agree with what the author has said and it supports what you are saying, or it could be that you totally disagree with it. If so, explain why you agree or disagree and, if it's the latter, state what you would do differently. You need to write what you think, or what your point of view is, and relate it to your specialist subject.

After completing the activities, check your responses with the second part: **Guidance for evidencing achievement**. This guidance is not intended to give you the answers to questions you may be asked in any formal assessments; however, it will help you focus your responses towards meeting the assessment criteria.

At the end of the chapter is an example of a completed **Assessment grid** which gives ideas for evidence you could provide towards meeting the assessment criteria. Evidence can be cross-referenced between units and assessment criteria if it meets the requirements.

Self-assessment activities

1.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners

Q36 What teaching and learning approaches can you use for your subject specialism?

Q37 Analyse the effectiveness of these approaches in relation to meeting the individual needs of your learners.

> 1.2 Create an inclusive teaching and learning environment

Q38 Demonstrate how you create an inclusive teaching and learning environment with your learners.

> 1.3 Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements

Q39 During your sessions, demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements. Internal requirements might include embedding English, maths and information and communication technology (ICT). External requirements will include those imposed by awarding and regulatory organisations.

Guidance for evidencing achievement

> 1.1 Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners

Q36 What teaching and learning approaches can you use for your subject specialism?

Your response should list the teaching and learning approaches which are relevant for your specialist subject. For example:

- discussion
- finishing activity
- online research
- paired activity
- practical task
- questions
- quiz
- role play
- starter activity
- visiting speakers

The activities you choose should be realistic and achievable for your learners and you should be confident that they can be delivered and completed within the time allocated. Your list should include approaches that you could use at the beginning, in the middle and at the end of your session. For example:

- the *beginning* – a starter activity such as an icebreaker is a good way of everyone getting to know each other's name, and encouraging communication to take place. It will also help you to begin to assess the dynamics of the group

- the *middle* – a variety of approaches such as discussion, paired activity, practical work, online research, role play and visiting speakers

- the *end* – a finishing activity based on the topic of your session such as asking individual questions or holding a group quiz to check knowledge

Differentiating your teaching, learning and assessment approaches should lead to more confident learners who feel included, are motivated to learn and are able to achieve. Whilst it may take longer to plan and prepare your sessions to differentiate effectively, you will find your learners are more engaged and motivated rather than being bored and uninterested.

Q37 Analyse the effectiveness of these approaches in relation to meeting the individual needs of your learners.

Your response will depend upon the subject and level you are teaching, the context and environment you are teaching in, the length of each session and any particular learner needs. It's not about what you will teach, but how your learners will learn.

You could analyse how each of your approaches you listed in your response to Q36 will include your learners in relevant activities during the session, rather than exclude anyone for any reason. The best way to ensure you are effectively including all learners and treating them equally is to ask them if there is anything you can do to help, or that can be done differently for them. To value and promote equality and diversity among your learners, you need to embrace their differences, and encourage interaction and support, challenging any negative actions or beliefs.

Approaches should always be fit for purpose, i.e. to enable learning to take place, and not just used for the sake of it, or because you like to do things in a certain way. It is very rare that you will have a group of learners who are all at the same level of ability, with the same prior knowledge and experience, and with the same needs. The approaches you use need to be adaptable to ensure that you can take individual needs into account.

To meet the individual needs of your learners you will need to differentiate your approaches. Differentiation is about using a range of different activities and resources to meet the needs of individuals and groups. You use should recognise that each of your learners is different from other learners in many ways, and therefore should not be excluded from any activities for any legitimate reason.

You could differentiate activities by the learners' learning preference, level of ability, level of qualification, past experiences or current knowledge. Small-group work and paired activities are a good way to use differentiation. For example, a learner who is an activist may benefit from being grouped with a learner who is a reflector. The learners might then adopt some of the alternative preferences.

Your response could include Petty's (2009: 587-588) summary of key differentiation strategies as 'differentiation by:

- task

- outcome

- time allowed

- accommodating different learning styles and support needs

- setting individual tasks and targets'

You could produce an anoymised case study regarding the approaches and activities you have used with your learners and how they met individual needs.

Evidence could include activities you have used with learners such as a practical task, along with an analysis of how it met individual learner needs.

You could cross-reference your response to the unit Delivering education and training (1.3) if you have met the required criteria.

1.2 Create an inclusive teaching and learning environment

Q38 Demonstrate how you create an inclusive teaching and learning environment with your learners.

This is a practical task enabling you to demonstrate how you create an inclusive teaching and learning environment with your learners. Inclusive learning should ensure a match between each individual's requirements and the provision that is made for them. If you ever feel unsure as to whether you, or other learners and colleagues are valuing equality and diversity, just ask yourself: is this fair? Or, how would I feel in this situation? Or, would I want to be treated in this way? If your answer is a negative one, then make sure you do something about it. It is your responsibility to ensure that you provide an inclusive learning environment and equality of opportunity regarding all aspects of the learning experience.

You could plan different activities which all your learners are capable of achieving, as well as what most or some can achieve according to their level and ability. This should be reflected in your teaching and learning plan. However, this can change as the session continues depending upon the progress being made.

To help create an inclusive teaching and learning environment, you should:

- create, design and/or select appropriate resources and activities

- organise specialist help when needed

- encourage social, cultural and recreational activities relevant to the programme (if possible)

- provide opportunities for comments, feedback and suggestions

- give honest information about the programme and how it will be organised, delivered and assessed

- signpost and offer guidance towards other learning opportunities and/or access to additional support

You should keep evidence of what you have done to show your assessor, who might also observe you with your learners. Be prepared to justify all your decisions.

Evidence could include anonymised initial assessment records, teaching and learning plans, learning agreements/contracts, individual learning plans (ILPs)/action plans, and your organisation's learner entitlement statement (if applicable). Evidence should also show what adjustments you have made to enable the creation of an inclusive teaching and learning environment with your learners.

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

Q39 During your sessions, demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements. Internal requirements might include embedding English, maths and information and communication technology (ICT). External requirements will include those imposed by awarding and regulatory organisations.

This is a practical task enabling you to demonstrate an inclusive approach with your learners. You could produce a written or video case study in accordance with internal and external requirements. This would require permission and the co-operation of your learners and anyone else involved. This type of evidence could be highly valued by Ofsted (if applicable), the regulatory body for inspecting teaching, learning and assessment. Hearing and seeing the impact of your approach to meeting your learner's individual needs can be very honest and powerful.

The recording should be able to demonstrate the inclusive approaches you have used. It should also show that internal (organisation) requirements are met, for example, embedding English, maths and ICT, and external (awarding organisation) are also met, for example the timing of assessments.

Evidence could include anonymised initial assessment records, teaching and learning plans and individual learning plans (ILPs)/action plans. Evidence should also show what adjustments you have made to enable the creation of an inclusive teaching and learning environment with your learners.

Theory focus

References and further information

Fawbert, F (2008) *Teaching in Post-Compulsory Education*. London: Continuum Publishing Ltd.

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Rogers, A and Horrocks, N (2010) *Teaching Adults* (4th edn). Maidenhead: OU Press.

Websites

Differentiation – http://geoffpetty.com/wp-content/uploads/2012/12/0DIFFERENTIATIONwhatand how2.doc

Ofsted – ofsted.gov.uk

Teaching and learning theories – http://classweb.gmu.edu/ndabbagh/Resources/IDKB/models_ theories.htm

Teacher training videos for using ICT – www.teachertrainingvideos.com/latest.html

Theories of learning – www.learningandteaching.info/learning/

Tips for teaching adults – http://www.helium.com/knowledge/61278-tips-for-teaching-adult-learners- instead-of-younger-learners

UNIT TITLE: Delivering education and training
Assessment grid

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Example evidence
1. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements	1.1	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners	A list of teaching and learning approaches you could use for your subject, such as discussion, paired activity, questions, quiz and role play. An analysis of the approaches you have listed, stating how you could use them for your specialist subject and how they meet individual needs. Evidence of activities you have used with learners such as a practical task, along with an analysis of how it met individual learner needs. An anonymised case study analysing the effectiveness of the teaching and learning approaches you have used to meet the individual needs of your learners. Your assessor's observation report and feedback, along with records of any discussions. Cross-referenced to the unit Delivering education and training (1.3).
	1.2	Create an inclusive teaching and learning environment	Anonymised initial assessment records, teaching and learning plans, learning agreements/contracts, individual learning plans (ILPs)/action plans, and your organisation's learner entitlement statement (if applicable). Evidence of adjustments you have made to enable the creation of an inclusive teaching and learning environment, for example, amended ground rules, activities which have been adapted and resources which have been changed. Your assessor's observation report and feedback, along with records of any discussions.
	1.3	Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements	A written or video case study which demonstrates an inclusive approach to teaching and learning in accordance with internal and external requirements (with the required permissions). Anonymised initial assessment records, teaching and learning plans and individual learning plans (ILPs)/action plans. Your assessor's observation report and feedback, along with records of any discussions.

9 BE ABLE TO COMMUNICATE WITH LEARNERS AND OTHER LEARNING PROFESSIONALS TO PROMOTE LEARNING AND PROGRESSION

This chapter is in two parts. The first part: **Self-assessment activities**, contains questions and activities which relate to the second learning outcome of the Certificate in Education and Training unit Delivering education and training.

The assessment criteria are shown in boxes and are followed by questions and activities for you to carry out. Ensure your responses are *specific to you*, the *subject* you will teach and the *context* and *environment* in which you will teach. When using a quote, make sure you understand what the quote means and how it will fit within your writing. It could be that you agree with what the author has said and it supports what you are saying, or it could be that you totally disagree with it. If so, explain why you agree or disagree and, if it's the latter, state what you would do differently. You need to write what you think, or what your point of view is, and relate it to your specialist subject.

After completing the activities, check your responses with the second part: **Guidance for evidencing achievement**. This guidance is not intended to give you the answers to questions you may be asked in any formal assessments; however, it will help you focus your responses towards meeting the assessment criteria.

At the end of the chapter is an example of a completed **Assessment grid** which gives ideas for evidence you could provide towards meeting the assessment criteria. Evidence can be cross-referenced between units and assessment criteria if it meets the requirements.

Self-assessment activities

2.1 Analyse benefits and limitations of communication methods and media used in own area of specialism

Q40 What communication methods and media can you use with learners for your specialist subject?

Q41 Analyse the benefits and limitations of the communication methods you identified in your response to Q40.

2.2 Use communication methods and media to meet individual learner needs

Q42 During your sessions, demonstrate the use of communication methods and media to meet the individual needs of your learners.

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

Q43 With whom could you communicate regarding meeting the individual needs of your learners and encouraging their progression?

Q44 Communicate with the learning professionals you have identified in your response to Q43 and keep anonymised records.

Guidance for evidencing achievement

> 2.1 Analyse benefits and limitations of communication methods and media used in own area of specialism

Q40 What communication methods and media can you use with learners for your specialist subject?

Your response should state that communication methods can be verbal, non-verbal or written. The methods you use to communicate with your learners will depend on their individual needs and what you want to convey. Your knowledge of your specialist subject will help you decide with confidence how you are going to do this. Whichever method you use you should try to keep things simple, and ensure that what you are communicating is accurate, not ambiguous or biased, and is expressed in a professional manner.

Your response could include the following communication methods and media:

Verbal

- face to face, for example, discussions and questions

- live online voice and video calls, for example, a one-to-one tutorial or a conference with colleagues

- telephone, for example, exchanging information

Non-verbal

- body language, for example, not folding arms

- eye contact and smiling, for example, giving reassurance

- listening, for example, conscious listening with a purpose and nodding to affirm understanding

Written

- emails and correspondence

- feedback and tutorial records

- handouts

- interactive whiteboard

- online forums

- mobile text messaging

- presentations

- virtual learning environment (VLE)

Understanding a little about your own personal communication style will help you create a lasting impression upon your learners and enable you to become a better listener. If you are aware of how others see and hear you, you can adapt to suit their style of communication.

You should relate your response to a quote such as 'Good communicators succeed in choosing the best medium of communication for the particular purpose in mind' (The Times 100 Business Case Studies, date accessed 18 November 2013).

You could cross-reference your response to the unit **Delivering education and training** (2.2 and 2.3) if you have met the required criteria.

Q41 Analyse the benefits and limitations of the communication methods you identified in your response to Q40

You could produce a table and complete it with the benefits and limitations of the methods and media you identified in relation to your specialist subject:

Method	Type/media	Benefit	Limitation
Verbal	Telephone, face-to-face discussion, online audio and video calls	Instant ability to question and clarify	No record of the conversation unless it is recorded
Non-verbal	Eye contact and smiling	Provides reassurance	May be misunderstood
Written	Text message, email, correspondence	Provides a record of the communication	Not always accessible

Your response should then analyse the communication methods in more detail. For example:

Verbal

- Benefit – face-to-face discussion can help you gauge a learner's response by reading their body language and actively participating in dialogue

- Limitation – difficult to refute any points of discussion as there is nothing in writing supporting the messages communicated. It is not suitable for future reference unless it has been recorded

Non-verbal

- Benefit – eye contact and smiling can convey a positive message to the person with whom you are communicating

- Limitation – being able to hide how you feel, i.e. controlling your non-verbal signals

Written

- Benefit – emails and correspondence can be most appropriate when detailed instructions are required, and when something needs to be documented

- Limitation – some forms of written communication can take longer to get to your learner, i.e. if they are mailed, or not accessible online

You should relate your response to a quote such as '*Our bodies give away far more information than we realise. In fact, you could say that bodies don't talk: they shout. Body language includes facial expression, gestures and posture. It's difficult to decide which of these three is the most important in teaching, but facial expression must be a strong contender*' (Appleyard and Appleyard, 2010: 33).

2.2 Use communication methods and media to meet individual learner needs

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Q42 During your sessions, demonstrate the use of communication methods and media to meet the individual needs of your learners.

This is a practical task enabling you to demonstrate the use of communication methods and media to meet the individual needs of your learners. You should keep evidence of what you have done to show your assessor, who might also observe you with your learners. Be prepared to justify all your decisions.

You could make a visual recording of your session which shows the different communication methods and media you used. Just make sure you obtain the relevant permissions.

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

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Q43 With whom could you communicate regarding meeting the individual needs of your learners and encouraging their progression?

Your response should list the other learning professionals that you communicate with regarding meeting the individual needs of your learners, and encouraging their progression. These could include:

- colleagues

- external inspectors

- internal quality assurers

- specialist learning support staff

- staff from referral agencies

- teaching assistants

Your response could state how you would improve the way you communicate to help your learners progress further. For example, reading current literature to find out ways in which to communicate with a learner who has a particular need such as diabetes. Whom you

communicate with and how you do it should have the aim of encouraging your learners to progress towards achieving their chosen goal.

Q44 Communicate with the learning professionals you have identified in your response to Q43 and keep anonymised records.

This is a practical task enabling you to communicate with learning professionals and keep anonymised records. You should keep evidence of what you have done to show your assessor, who might also observe you with your learners. Be prepared to justify all your decisions.

It is important that you have an organised and formal approach to communications with others when the discussions involve your learners. If you are going to have regular contact with some professionals regarding your learners you should agree what the protocols are. You should always record the details of the communication, i.e. who, what, when, where, why and how. There should also be a record of any actions agreed and who is responsible for carrying them out. You could create a contacts sheet for this purpose if your organisation doesn't already have one. This would list all those people you will communicate with, along with their contact details such as telephone number and email address.

You could produce an anonymised case study regarding communicating with other learning professionals to meet the individual needs of learners. The study should show how this has impacted upon learner progression.

Evidence could include organisational policies and procedures regarding communicating with other learning professionals, along with records of communication such as emails and contact logs.

Theory focus

References and further information

Appleyard, N and Appleyard, K (2010) *Communicating with Learners in the Lifelong Learning Sector*. London: Learning Matters SAGE.

Gould, J (2012) *Learning Theory and Classroom Practice in the Lifelong Learning Sector*. London: SAGE Publications.

Gravells, A and Simpson, S (2014) *The Certificate in Education and Training*. London: Learning Matters SAGE.

Ingle, S and Duckworth, V (2013) *Enhancing Learning through Technology in Lifelong Learning – Fresh Ideas: Innovative Strategies*. Oxford: OU Press.

Mehrabian, A (1981) *Silent Messages: Implicit Communication of Emotions and Attitudes*. Belmont, CA: Wadsworth.

Rogers, A and Horrocks, N (2010) *Teaching Adults* (4th edn). Maidenhead: OU Press.

Younie, S and Leask, M (2013) *Teaching with Technologies: The Essential Guide*. Maidenhead: McGraw Hill.

Websites

The Times 100 Business Case Studies – http://businesscasestudies.co.uk/hmrc/getting-the-message-across-the-importance-of-good-communications/methods-of-communication.

Using computers and technology: free guides – http://digitalunite.com/

Using IT – www.reading.ac.uk/internal/its/training/its-training-index.aspx

Using VLEs – www.ofsted.gov.uk/resources/virtual-learning-environments-e-portfolio

Video email – http://mailvu.com/

UNIT TITLE: Delivering education and training
Assessment grid

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Example evidence
2. Be able to communicate with learners and other learning professionals to promote learning and progression	2.1	Analyse benefits and limitations of communication methods and media used in own area of specialism	An analysis of the benefits and limitations of verbal, non-verbal and written communication methods and media. A table detailing relevant examples of verbal, non-verbal and written communication and media used for your specialist subject. Evidence of the communication methods and media you have used with your learners for your specialist subject such as discussions, letters, emails. Cross-referenced to the unit Delivering education and training (2.2 and 2.3).
	2.2	Use communication methods and media to meet individual learner needs	Evidence of teaching and learning plans showing the communication methods used. Evidence of adjustments made to the communication methods and media used to meet the individual needs of your learners. A visual recording of your session which shows the different communication methods and media you used (with relevant permissions). Your assessor's observation report and feedback, along with records of any discussions.
	2.3	Communicate with other learning professionals to meet individual learner needs and encourage progression	A list of other learning professionals with whom you communicate. Anonymised records showing contact with others such as emails. Evidence of organisational policies and procedures regarding communication with others. An anonymised case study regarding communicating with other learning professionals to meet the individual needs of learners. The study should show how this has impacted upon learner progression. Your assessor's observation report and feedback, along with records of any discussions.

10 BE ABLE TO USE TECHNOLOGIES IN DELIVERING INCLUSIVE TEACHING AND LEARNING

This chapter is in two parts. The first part: **Self-assessment activities**, contains questions and activities which relate to the third learning outcome of the Certificate in Education and Training unit Delivering education and training.

The assessment criteria are shown in boxes and are followed by questions and activities for you to carry out. Ensure your responses are *specific to you*, the *subject* you will teach and the *context* and *environment* in which you will teach. When using a quote, make sure you understand what the quote means and how it will fit within your writing. It could be that you agree with what the author has said and it supports what you are saying, or it could be that you totally disagree with it. If so, explain why you agree or disagree and, if it's the latter, state what you would do differently. You need to write what you think, or what your point of view is, and relate it to your specialist subject.

After completing the activities, check your responses with the second part: **Guidance for evidencing achievement**. This guidance is not intended to give you the answers to questions you may be asked in any formal assessments; however, it will help you focus your responses towards meeting the assessment criteria.

At the end of the chapter is an example of a completed **Assessment grid** which gives ideas for evidence you could provide towards meeting the assessment criteria. Evidence can be cross-referenced between units and assessment criteria if it meets the requirements.

Self-assessment activities

3.1 Analyse benefits and limitations of technologies used in own area of specialism

Q45 What technologies can you use for your specialist subject?

Q46 Analyse the benefits and limitations of those technologies you listed in your response to Q45.

3.2 Use technologies to enhance teaching and meet individual learner needs

Q47 During your sessions, demonstrate the use of technology to enhance teaching and to meet individual learner needs.

Guidance for evidencing achievement

3.1 Analyse benefits and limitations of technologies used in own area of specialism

Q45 What technologies can you use for your specialist subject?

Your response should list the types and methods of technology you can use which are appropriate to your specialist subject. Information and communication technology (ICT) covers a wide range, and your list might include some of the following:

- applications (apps) and relevant computer programs
- audio, video, digital and online clips (creating or viewing, recorded or live)
- blogs
- calculators
- chat rooms
- cloud-based applications
- computer programs
- digital cameras, camcorders and video recorders
- discussion boards
- distance/online/open learning
- e-assessments
- electronic brain games
- email (text and video, with or without attachments)
- e-portfolios and e-assessment
- e-readers
- file-sharing websites
- graphic organisers
- interactive and online programs and educational games
- interactive whiteboards linked to the internet
- internet/intranet access
- laptops, netbooks and tablets
- mobile phones and smart phones
- online discussions
- online voting
- podcasts
- presentation packages
- robotics
- scanners
- social networking (if appropriate)
- smart boards
- three-dimensional printers
- video conferencing and video email
- virtual learning environments (VLEs)
- webcasts, weblogs, short messages
- webinars
- websites which are interactive for creating and using surveys, polls and questionnaires
- wikis

Q46 Analyse the benefits and limitations of those technologies you listed in your response to Q45.

You could design a table listing the technologies you use and analysing the benefits and limitations of each.

For example:

Technology	Benefits	Limitations
Distance learning: learning which takes place away from the organisation offering the programme/qualification	Work can be posted (online or manually) to learners and returned for assessment Learning can occur at a time and place to suit the learner Can be combined with other learning methods, for example, workshop activities	Could be a long gap between submitting work for assessment and receiving feedback Self-discipline is needed Targets must be clearly agreed Learner may never meet teacher/assessor
Interactive whiteboard: teachers and learners can use various functions including linking to the internet	Useful for group work and presentations	Not all learners can use it at the same time Some learners might not be confident at using it
Podcast: a digital, audio or video file of the session which is uploaded to the internet	Useful if learners cannot attend a session, or wish to hear it again, as they can listen or watch it at a time to suit	Some learners might not be able to access them May encourage non-attendance

The benefits you identify should reinforce that it is the purposeful use of information learning technology (ILT) which provides your learners with a reason to use and engage with it. Limitations or infrequent use of technology will not encourage your learners to use it as an integral part of their learning. For example, you might only use video clips to enhance their learning experience when you know you are being observed by your assessor.

Your response should state that whichever types of technology you decide to use, you must ensure that it is being used for a meaningful purpose. For example, uploading materials and resources for learners to access in their own time to support the current topic.

You should relate your response to a quote such as: '*Advances in new technologies are making it easier to meet the needs of individual learners. Not only can learning environments be structured so that the learners can set the pace of their learning and control the delivery of information, but, increasingly, e-learning is able to cater for the individual learning styles of the students*' (Holmes and Gardner, 2006: 66).

You could produce an anonymised case study regarding a real activity that ensures your learners understand why they are using the technology and what benefits they are getting from it.

You could also make a visual, aural or digital recording of you using technology with learners. Just make sure you obtain the relevant permissions.

You could cross-reference your response to the unit Delivering education and training (3.2) if you have met the required criteria.

3.2 Use technologies to enhance teaching and meet individual learner needs

Q47 During your sessions, demonstrate the use of technology to enhance teaching and to meet individual learner needs.

This is a practical task enabling you to demonstrate the use of technology to enhance teaching and to meet individual learner needs. You should keep evidence of what you have done to show your assessor, who might also observe you with your learners. Be prepared to justify all your decisions.

Technology can help overcome barriers to learning; for example, pairing an experienced learner with an inexperienced learner so that someone who hasn't used it before doesn't feel alone. You need to be careful that learners are using it appropriately, i.e. not accessing unsuitable websites or using social network sites while you think they are working. Some learners may be concerned about using technology; for example, a learner with epilepsy may need regular breaks from a computer screen. You could let your learners bring laptops, tablets and e-readers to use for reading downloaded texts and/or writing notes rather than using hard-copy textbooks, pen and paper. You will need to be careful that some learners do not feel excluded because they are not able to afford this type of technology and may therefore feel isolated.

You could ask your observer to focus your next observation on how effectively your learners are using technology to support their learning. Prior to the observation, you could research Ofsted's criteria relating to learners' use of technology. Find out what their expectations are and ask for feedback from your observer as to how well you met the requirements.

Evidence should include examples of technology you have used, for example, distance-learning materials, interactive whiteboard presentations and podcasts.

Theory focus

References and further information

Gravells, A and Simpson, S (2014) *The Certificate in Education and Training*. London: Learning Matters SAGE.

Haythornthwaite, C and Andrews, R (2011) *e-learning Theory and Practice*. London: Learning Matters SAGE.

Hill, C (2008) *Teaching with E-learning in the Further Education and Skills Sector* (2nd edn). Exeter: Learning Matters SAGE.

Holmes, B and Gardner, J (2006) *e-learning Concepts and Practice*. London: SAGE Publications.

Ingle, S and Duckworth, V (2013) *Enhancing Learning through Technology in Lifelong Learning – Fresh Ideas: Innovative Strategies*. Oxford: OU Press.

Websites

Classroom management free resources – http://www.pivotaleducation.com/free-resources/

Cloud computing storage – https://www.dropbox.com/

Further Education Guide to using learning technology – http://feweek.co.uk/2013/02/22/guide-to-fe-learning-tech/?goback=.gde_4139923_member_217969739

ICT free support – www.onlinebasics.co.uk and http://learn.go-on.co.uk

Ofsted – ofsted.gov.uk

Online presentations – www.prezi.com

Puzzle software – www.crossword-compiler.com; www.educational-software-directory.net/game/
puzzle; http://hotpot.uvic.ca; www.mathsnet.net

Teacher training videos for using ICT – www.teachertrainingvideos.com/latest.html

Using computers and technology: free guides – http://digitalunite.com/

Using IT – www.reading.ac.uk/internal/its/training/its-training-index.aspx

Using VLEs – www.ofsted.gov.uk/resources/virtual-learning-environments-e-portfolio

Video e-mail – http://mailvu.com/

UNIT TITLE: Delivering education and training
Assessment grid

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Example evidence
3. Be able to use technologies in delivering inclusive teaching and learning	3.1	Analyse benefits and limitations of technologies used in own area of specialism	A list of the types and methods of technology you use which are appropriate to your specialist subject. Evidence of the technology used, for example, distance learning, interactive whiteboard and podcasts. A table analysing the benefits and limitations of the types and methods of technology which are appropriate to your specialist subject. An anonymised case study regarding a real activity that ensures your learners understand why they are using the technology and what benefits they are getting from it. A visual, aural or digital recording of you using technology with learners (with relevant permissions). Your assessor's observation report and feedback, along with records of any discussions. Cross-referenced to the unit Delivering education and training (3.2).
	3.2	Use technologies to enhance teaching and meet individual learner needs	Evidence of technology used, for example, distance-learning materials, interactive whiteboard presentation and podcasts. Evidence of researching Ofsted's criteria relating to learners' use of technology and how you have met the requirements. Your assessor's observation report and feedback, along with records of any discussions.

11 BE ABLE TO IMPLEMENT THE MINIMUM CORE WHEN DELIVERING INCLUSIVE TEACHING AND LEARNING

This chapter is in two parts. The first part: **Self-assessment activities**, contains questions and activities which relate to the fourth learning outcome of the Certificate in Education and Training unit Delivering education and training.

The assessment criteria are shown in boxes and are followed by questions and activities for you to carry out. Ensure your responses are *specific to you*, the *subject* you will teach and the *context* and *environment* in which you will teach. When using a quote, make sure you understand what the quote means and how it will fit within your writing. It could be that you agree with what the author has said and it supports what you are saying, or it could be that you totally disagree with it. If so, explain why you agree or disagree and, if it's the latter, state what you would do differently. You need to write what you think, or what your point of view is, and relate it to your specialist subject.

After completing the activities, check your responses with the second part: **Guidance for evidencing achievement**. This guidance is not intended to give you the answers to questions you may be asked in any formal assessments; however, it will help you focus your responses towards meeting the assessment criteria.

At the end of the chapter is an example of a completed **Assessment grid** which gives ideas for evidence you could provide towards meeting the assessment criteria. Evidence can be cross-referenced between units and assessment criteria if it meets the requirements.

Self-assessment activities

> 4.1 Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning

Q48 Analyse how you can demonstrate minimum core elements when delivering inclusive teaching and learning.

> 4.2 Apply minimum core elements in delivering inclusive teaching and learning

Q49 Demonstrate how you can apply the relevant minimum core elements when delivering inclusive teaching and learning.

Guidance for evidencing achievement

4.1 Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning

Q48 Analyse how you can demonstrate minimum core elements when delivering inclusive teaching and learning.

Your response should analyse how you can demonstrate the different minimum core elements, i.e. literacy, language, numeracy and information and communication technology (ICT), when delivering inclusive learning. For example:

Literacy

Devising schemes of work and teaching and learning plans (session plans), annotating aspects of the qualification guidance and supporting materials regarding the delivery of your specialist subject. Creating handouts and learning materials which are clear and unambiguous. Checking spelling, grammar, punctuation and sentence construction of all documents created before issuing them to learners or uploading them to a virtual learning environment (VLE) or other system.

You should relate your response to a quote such as: '*It is always useful to have some basic strategies for supporting learners, which may include being able to offer some basic strategies for developing accuracy, for example, Look, Say, Cover, Check, (spelling); spell check, use of dictionaries*' (Skills for Business, 2007: 45).

Language

Communicating clearly and effectively with learners during sessions. Giving clear instructions to your learners when explaining activities they will be involved in. If your learners are not clear about what they are being asked to do and why, this will impact on their learning. Avoiding the use of jargon wherever possible and explaining acronyms and abbreviations. Asking questions to check a learner's knowledge and understanding, and listening to their responses. Listening to questions and answering them appropriately.

You should relate your response to a quote such as: '*There are three key areas where we need teachers to be very well equipped: subject knowledge and academic preparation, overall literacy and numeracy, and the personal and interpersonal skills that are necessary in order to interact successfully in the classroom*' (Department for Education, 2010: 20).

Numeracy

Calculating how long various activities will take which may be fairly complicated if you are delivering a range of differentiated activities for learners at different levels. Managing how long learners are actually taking to carry out an activity, and what time they have left to complete it. Evaluating how this is impacting on the timing for the rest of the session, for example, if an activity is taking longer, do you need to make alterations to the remaining time and if so, by how much?

Asking your learners to complete a list of tasks within a set time limit. This provides them with the experience of knowing the time, delegating time to certain tasks and managing their time to complete the list of tasks.

You should relate your response to a quote such as: '*Programmes for the lowest attaining learners – including many with LDD [learning difficulties and disabilities] as well as those highly disaffected with formal education – should concentrate on the core academic skills of English and maths, and on work experience*' (Wolf, 2011: 16).

ICT

Creating and adapting teaching and learning materials using various applications and technology. Preparing online materials and uploading them to a VLE or other system. Using email or social networking to communicate appropriately with others. Using new technology for activities, for example, using voting pods to complete a gapped handout or using digital media for visual/audio recording and playback of activities and presentations.

Using the internet with your learners to support the completion of activities, for example, giving your learners an activity to create a presentation to deliver the results of an activity to the rest of the group.

You should relate your response to a quote such as: '*to benefit from e-learning an individual needs to have a reasonable degree of ICT [information and communication technology] skills and confidence in using technology. Tutors seeking to use e-learning methods need both technical and pedagogical skills*' (Clarke and Luger, www.niace.org.uk/lifelonglearningenquiry, date accessed 19 November 2013).

4.2 Apply minimum core elements in delivering inclusive teaching and learning

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Q49 Demonstrate how you can apply the relevant minimum core elements when delivering inclusive teaching and learning.

This is a practical task enabling you to use the minimum core elements you have analysed in Q48.

You should keep evidence of what you have done to show your assessor, who might also observe you with your learners. Be prepared to justify all your decisions.

Evidence could include:

Literacy

- action plans
- group profile
- handouts
- learning materials, for example, word activities
- programme rationale
- scheme of work
- teaching and learning plans (session plans)
- tutorial review records
- website or VLE content

Language

- a visual or digital recording of you speaking to your learners and responding to their questions (with their permission)

- a visual or digital recording of a session where you have received feedback from your learners regarding how effectively you communicated with them regarding various activities.

Numeracy

- an analysis of the timings of activities carried out by learners during sessions

- a statistical analysis of data received from surveys

- budgeting for the cost of materials, equipment and resources required throughout the programme

- scheduling and timetabling your sessions and the teaching, learning and assessment activities within them.

ICT

- a visual recording of you using technology which you have created/adapted to meet the needs of your learners for activities such as uploading materials to a VLE, communicating and negotiating work activities and agreeing deadlines with learners

- appropriate use of social networking, for example, using Twitter to send information to your learners

- audio, digital and electronic materials and records you have created and used

- emails

- online communications, polls and surveys.

You could produce a case study of how you have applied the minimum core elements; however, make sure you don't use any real names.

Theory focus

References and further information

Appleyard, N and Appleyard, K (2009) *The Minimum Core for Language and Literacy*. London: Learning Matters SAGE.

Clark, A (2009) *The Minimum Core for Information and Communication Technology*. London: Learning Matters SAGE.

Coffield, F (2008) *Just Suppose Teaching and Learning Became the First Priority*. London: Learning and Skills Network.

Department for Education (2010) *The Importance of Teaching Schools* (White Paper). London: Department for Education.

Friedman, M (2009) *Trying Hard Is Not Good Enough*. Santa Fe, NM: FPSI Publishing (Kindle version).

Gravells, A and Simpson, S (2014) *The Certificate in Education and Training*. London: Learning Matters SAGE.

LLUK (2007) *Literacy, Language, Numeracy and ICT: Inclusive Learning Approaches for all Teachers, Tutors and Trainers in the Learning and Skills Sector*. London: Lifelong Learning UK.

LSIS (2007, revised 2013) *Addressing Literacy, Language, Numeracy and ICT Needs in Education and Training: Defining the Minimum Core of Teachers' Knowledge, Understanding and Personal Skills – A Guide for Initial Teacher Education Programmes*. Coventry: LSIS.

Peart, S (2009) *The Minimum Core for Numeracy*. London: Learning Matters SAGE.

Skills for Business (2007) *Inclusive Learning Approaches for Literacy, Language, Numeracy and ICT: Companion Guide to the Minimum Core*. Nottingham: DfES Publications.

Wolf, A (2011) *Wolf Review of Vocational Education Government Response*. London: Department for Education.

Websites

Assessment tools (literacy, numeracy, ESOL, dyslexia) – www.excellencegateway.org.uk/toolslibrary

Approved literacy and numeracy qualifications – http://www.ifl.ac.uk/__data/assets/pdf_file/0006/27753/Level-2-Literacy-and-Numeracy-Skills-_June-2012.pdf

Computer free support – www.onlinebasics.co.uk and http://learn.go-on.co.uk

Digital Unite – http://digitalunite.com/guides

Digital technologies for education and research – www.jisc.ac.uk

English and maths free support – www.move-on.org.uk

ICT and E-learning – www.niace.org.uk/lifelonglearningenquiry

Minimum Core Standards – http://repository.excellencegateway.org.uk/fedora/objects/import-pdf:93/datastreams/PDF/content

Minimum Core – inclusive learning approaches for literacy, language, numeracy and ICT (2007) – http://www.excellencegateway.org.uk/node/12020

UNIT TITLE: Delivering education and training
Assessment grid

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Example evidence
4. Be able to implement the minimum core when delivering inclusive teaching and learning	4.1	Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning	A written analysis of ways in which you can demonstrate the different minimum core elements, i.e. literacy, language, numeracy and information and communication technology (ICT), when delivering inclusive teaching and learning. For example: *Literacy*: using schemes of work, teaching and learning plans (session plans), annotating qualification guidance, creating supporting materials for the delivery of your specialist subject. *Language*: giving clear instructions to your learners. *Numeracy*: devising and amending the timing of teaching, learning and assessment activities during a session. *ICT*: using new technology for activities, for example, using voting pods to complete a gapped handout or using digital media for visual/audio recording and playback of activities and presentations.
	4.2	Apply minimum core elements in delivering inclusive teaching and learning	Anonymised evidence of using the different minimum core elements when delivering inclusive teaching and learning such as: *Literacy* • action plans • group profile • handouts • learning materials, for example, word activities • programme rationale • scheme of work • teaching and learning plans (session plans) • tutorial review records • website or VLE content. *Language* • a visual or digital recording of you speaking to your learners and responding to their questions (with their permission) • a visual or digital recording of a session where you have received feedback from your learners regarding how effectively you communicated with them regarding various activities. *Numeracy* • an analysis of the timings of activities carried out by learners during sessions • a statistical analysis of data received from surveys • budgeting for the cost of materials, equipment and resources required throughout the programme • scheduling and timetabling your sessions and the teaching, learning and assessment activities within them. *ICT* • a visual recording of you using technology which you have created/adapted to meet the needs of your learners for activities such as uploading materials to a VLE, communicating and negotiating work activities and agreeing deadlines with learners • appropriate use of social networking, for example, using Twitter to send information to your learners • audio, digital and electronic materials and records you have created and used • emails • online communications, polls and surveys. An anonymised case study demonstrating how you have applied the minimum core elements when delivering inclusive teaching and learning. Your assessor's observation report and feedback, along with records of any discussions.

12 BE ABLE TO EVALUATE OWN PRACTICE IN DELIVERING INCLUSIVE TEACHING AND LEARNING

This chapter is in two parts. The first part: **Self-assessment activities**, contains questions and activities which relate to the fifth learning outcome of the Certificate in Education and Training unit Delivering education and training.

The assessment criteria are shown in boxes and are followed by questions and activities for you to carry out. Ensure your responses are *specific to you*, the *subject* you will teach and the *context* and *environment* in which you will teach. When using a quote, make sure you understand what the quote means and how it will fit within your writing. It could be that you agree with what the author has said and it supports what you are saying, or it could be that you totally disagree with it. If so, explain why you agree or disagree and, if it's the latter, state what you would do differently. You need to write what you think, or what your point of view is, and relate it to your specialist subject.

After completing the activities, check your responses with the second part: **Guidance for evidencing achievement**. This guidance is not intended to give you the answers to questions you may be asked in any formal assessments; however, it will help you focus your responses towards meeting the assessment criteria.

At the end of the chapter is an example of a completed **Assessment grid** which gives ideas for evidence you could provide towards meeting the assessment criteria. Evidence can be cross-referenced between units and assessment criteria if it meets the requirements.

Self-assessment activities

> 5.1 Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others

Q50 Obtain feedback from your learners and others regarding how you have met the individual needs of your learners.

Q51 Review the effectiveness of your practice based on the feedback you have received.

> 5.2 Identify areas for improvement in own practice in meeting the individual needs of learners

Q52 What areas have you identified which require improvement in relation to meeting the individual needs of your learners?

Guidance for evidencing achievement

5.1 Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others

Q50 Obtain feedback from your learners and others regarding how you have met the individual needs of your learners.

This is a practical task enabling you to obtain feedback from your learners and others. Feedback from learners can come via written and oral questions, online polls and surveys, questionnaires, comment/feedback forms, good-news stories in newsletters and the local press, social media and any other suitable method you wish to use.

Feedback from others can include oral and written comments from:

- appraisal and review records

- awarding organisation reports

- external inspection reports

- colleagues, managers

- good-news stories, i.e. organisational newsletters, local press, online stories

- internal and external quality assurance feedback

- learner comment/feedback forms

- learning support workers, teaching assistants and volunteers

- mentors, peers

- observation reports, e.g. Ofsted, qualification observers, organisation observers

- online polls

- peer observation reports

- questionnaires

- referral agencies, i.e. Job Centre Plus, National Careers Service

- regional and/or national magazine articles or reports

- self-assessment reports, i.e. those required by funding agencies

- self-evaluation forms

- surveys

- workplace supervisors

and anyone else that has an interest in the way in which you deliver an inclusive learning experience for your learners.

Feedback about the way in which you deliver your programme can be obtained formally via an internal quality assurance process to check that your delivery methods are appropriate, or informally via a peer observation report to help develop aspects of your practice.

You should obtain the feedback in the most appropriate way, which might include using your own methods, or those of the organisation. You could include a statistical analysis of the feedback received, including bar charts, pie charts and/or line graphs.

You could read your organisation's last Ofsted inspection report (if applicable) regarding the use of initial and diagnostic assessment, and how teachers plan their sessions. You could review the strengths and areas for improvement, relate these to your own practice and identify if you need to make any changes as a result.

You should keep evidence of what you have done to show your assessor, who might also observe you with your learners. Be prepared to justify all your decisions.

Evidence could include anonymised completed copies of:

- awarding organisation reports

- external inspection reports, i.e. Ofsted

- good-news stories, i.e. organisational newsletters, local press

- internal and external quality assurer feedback

- learner comment/feedback forms

- online polls

- questionnaires

- regional and/or national magazine articles, or reports which may be online

- self-assessment reports required by funding agencies

- self-evaluation forms

- surveys

Q51 Review the effectiveness of your practice based on the feedback you have received.

Based on the feedback you have received, review the effectiveness of your practice.

For example:

You deliver a wide range of activities throughout your session ensuring that your learners are actively involved in their learning. Your learners have stated that they really enjoy the variety of activities you provide and they feel that they are relevant to their specialist subject. However, you feel that you could revisit their learning preferences to ensure that the activities being delivered meet their individual needs and stretch and challenge them further.

The resources you created are accessed by your learners outside of the classroom environment to develop their capacity for independent learning. Your learners share

examples of what work they have done since their last session and your resources have helped them with their revision.

You have reviewed your delivery after being formally observed. The feedback in your observation report states that your learners listened to you talking for 45 minutes without any involvement from them during your session. When delivering your sessions, try and use several short tasks to enable your learners to stay focused. If you do need to use longer tasks, try and break these down into 20 minutes for each, with a chance for a discussion or something different in between. If you teach longer sessions, for example, over an hour, try and include a break to enable your learners to experience a change of scenery, obtain refreshments and visit the toilet if necessary.

You could include a summary of the feedback you have received when you evaluated the delivery process. This could take the form of a self-evaluation section at the end of each teaching and learning session plan, or as a journal or diary (written, visual or audio) in which you note any significant incidents. You could record how you felt about the incident, what you would do differently if it happened again, and relate this to a reflective theorist.

To help you with this approach you could apply Gibbs' model of reflection (1998) (see Figure 12.1). You could cross-reference your response to the unit: Delivering education and training (5.2) if you have met the required criteria.
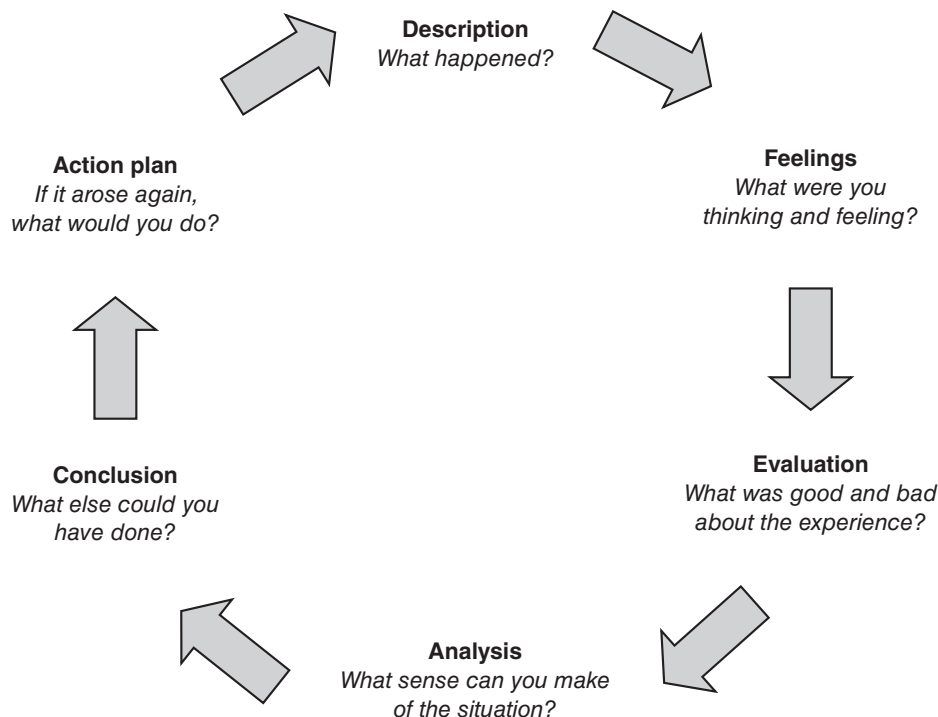
Description
What happened?

Action plan
*If it arose again,
what would you do?*

Feelings
*What were you
thinking and feeling?*

Conclusion
*What else could you
have done?*

Evaluation
*What was good and bad
about the experience?*

Analysis
*What sense can you make
of the situation?*

Figure 12.1 Gibbs' model of reflection

Source: http://www.brookes.ac.uk/services/upgrade/study-skills/reflective-gibbs.html
(accessed 19 November 2013)

Evidence could include documents which relate to delivering sessions, for example, scheme of work, teaching and learning plans, handouts and information sheets, showing how you have reviewed their effectiveness.

> 5.2 Identify areas for improvement in own practice in meeting the individual needs of learners

Q52 What areas have you identified which require improvement in relation to meeting the individual needs of your learners?

This could include the fact that:

You will review the information you obtained from your learners during the initial assessment process to ensure that the range of delivery methods and activities are appropriate to their individual needs. A learner experienced difficulty participating in a practical activity due to a physical disability, which you had not anticipated. This resulted in a significant incident where that learner was not able to complete the activity.

You need to ensure that you keep up to date with new technologies by assessing your own current skills and knowledge. You will explore what is available and discuss possible opportunities with your manager. Learners who are working together on a group project want to set up a group thread on your organisation's virtual learning environment (VLE) and you want to know how to do this. Having this knowledge will build both your confidence and that of your learners in your ability to use new technologies.

You should relate your response to a reflective theory such as Ecclestone who states there is a danger of reflective practice becoming nothing more than a mantra, a comforting and familiar wrap as opposed to a professional tool for exploration '*people might also want – or need – reflection because they seek interest, inspiration, cultural breadth, critical analysis and reasoning, social insight and awareness, challenge and critique, or to create new knowledge*' (1995: 150).

You could create an action plan identifying areas for your own improvement regarding using technology, with realistic target dates.

You could produce an anonymised case study which covers the full process of designing a survey, implementing it, analysing the results, and identifying the areas which are effective, and which need improvement, regarding the delivery process. The survey should take into account the views of your learners and others.

You could cross-reference your response to the unit: Delivering education and training (5.1) if you have met the required criteria.

Theory focus

References and further information

Brookfield, S (1995) *Becoming a Critically Reflective Teacher*. San Francisco, CA: Jossey-Bass.

Ecclestone, K (1995) 'The reflective practitioner: mantra or model for emancipation,' *Studies in the Education of Adults*, 28 (2).

Gravells, A and Simpson, S (2014) *The Certificate in Education and Training*. London: Learning Matters SAGE.

Kolb, D A (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Upper Saddle River, NJ: Prentice-Hall.

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Roffey-Barentsen, J and Malthouse, R (2013) *Reflective Practice in Education and Training* (2nd edn). London: Learning Matters SAGE.

Rushton, I and Suter, M (2012) *Reflective Practice for Teaching in Lifelong Learning*. Maidenhead: OU Press.

Schön, D (1983) *The Reflective Practitioner: How Professionals Think in Action*. New York, NY: Basic Books.

Websites

Gibbs Reflective Cycle – http://www.brookes.ac.uk/services/upgrade/study-skills/reflective-gibbs.html

Teaching and learning theories –http://classweb.gmu.edu/ndabbagh/Resources/IDKB/models_theories.htm

Teacher training videos for using ICT – www.teachertrainingvideos.com/latest.html

Theories of learning – www.learningandteaching.info/learning/

Using VLEs – www.ofsted.gov.uk/resources/virtual-learning-environments-e-portfolio

Video email – http://mailvu.com/

UNIT TITLE: Delivering education and training
Assessment grid

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Example evidence
5. Be able to evaluate own practice in delivering inclusive teaching and learning	5.1	Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others	A reflective learning journal or diary (written, video or audio) which reviews the effectiveness of meeting the needs of learners and relates your entries to a model of reflective practice.
			A written review of the effectiveness of your own practice. For example, revisiting learning preferences and reviewing how well matched they are to your delivery methods and activities.
			A written review of the effectiveness of your own practice compared to your organisation's last Ofsted report (if applicable).
			A written review of the effectiveness of your own practice after delivering a session and/or based on feedback from your most recent observed session.
			Documents which relate to delivering sessions, for example, scheme of work, teaching and learning plans, handouts, information sheets, showing how you have reviewed their effectiveness.
			Anonymised completed copies of appraisal and review records, awarding organisation reports, internal quality assurer feedback, learner comment/feedback forms, Ofsted reports, online polls, questionnaires, and surveys.
			Specific comments and feedback received, whether positive or negative.
			A statistical analysis of the feedback received, including bar charts, pie charts and/or line graphs.
			Cross-referenced to the unit: Delivering education and training (5.2).
	5.2	Identify areas for improvement in own practice in meeting the individual needs of learners	A written identification of areas which require improvement, relating them to your own delivery practice. For example, assessing your skills and knowledge in relation to new technologies based on requests for support from your learners.
			An action plan identifying areas for your own improvement, with realistic target dates.
			An anonymised case study which covers the full process of designing a survey, implementing it, analysing the results, and identifying the areas which are effective, and which need improvement. The case study should relate to the delivery process and take into account the views of learners and others.
			Cross-referenced to the unit: Delivering education and training (5.1).