

# **Pearson BTEC Level 4 Certificate in Education and Training**

## **Specification**

BTEC Professional qualification

First teaching January 2014

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Pearson BTEC Level 4 Certificate in Education and Training (QCF)

The QN remains the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

ISBN 9781446948705

All the material in this publication is copyright  
© Pearson Education Limited 2017

## Summary of Pearson BTEC Level 4 Certificate in Education and Training specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



# Contents

<b>Purpose of this specification</b>	<b>1</b>
Which teaching/training qualification is most appropriate for which role?	2
<b>1 Introducing Pearson BTEC Professional qualifications</b>	<b>3</b>
<b>2 Qualification summary and key information</b>	<b>4</b>
Qualification number and qualification title	5
Objective of the qualification	5
Relationship with previous qualifications	5
Progression opportunities through Pearson qualifications	5
Industry support and recognition	6
Relationship with National Occupational Standards	6
<b>3 Qualification structure</b>	<b>7</b>
Pearson BTEC Level 4 Certificate in Education and Training	7
<b>4 Assessment</b>	<b>10</b>
Centre-devised assessment (internal assessment)	10
<b>5 Recognising prior learning and achievement</b>	<b>13</b>
Recognition of Prior Learning	13
<b>6 Centre resource requirements</b>	<b>14</b>
General resource requirements	14
Specific resource requirements	14
<b>7 Centre recognition and approval centre recognition</b>	<b>16</b>
Approvals agreement	16
<b>8 Quality assurance of centres</b>	<b>17</b>
<b>9 Programme delivery</b>	<b>18</b>
<b>10 Access and recruitment</b>	<b>19</b>
<b>11 Access to qualifications for learners with disabilities or specific needs</b>	<b>20</b>
<b>12 Units</b>	<b>21</b>
Unit title	21
Unit reference number	21
Level	21

Credit value	21
Guided learning hours	21
Unit aim	21
Essential requirements	21
Learning outcomes	21
Assessment criteria	21
Delivery guidance	22
Information for tutors	22
Unit 1: Understanding Roles, Responsibilities and Relationships in Education and Training	23
Unit 2: Planning to Meet the Needs of Learners in Education and Training	33
Unit 3: Delivering Education and Training	47
Unit 4: Assessing Learners in Education and Training	61
Unit 5: Using Resources for Education and Training	79
<b>13 Further information and useful publications</b>	<b>92</b>
<b>14 Professional development and training</b>	<b>93</b>
<b>Annexe A – Observation Recording Requirements</b>	<b>95</b>
<b>Annexe B – Graded observation pro-forma</b>	<b>101</b>
<b>Annexe C – Session plan pro forma</b>	<b>105</b>
<b>Annexe D – Portfolio building record sheets</b>	<b>108</b>
Unit 1: Understanding Roles, Responsibilities and Relationships in Education and Training	108
Unit 2: Planning to Meet the Needs of Learners in Education and Training	110
Unit 3: Delivering Education and Training	112
Unit 4: Assessing Learners in Education and Training	114
Unit 5: Using Resources for Education and Training	116

# Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

## Which teaching/training qualification is most appropriate for which role?

---

ROLE	QUALIFICATION
Assessor or Internal Quality Assurance	Pearson Level 3 and Level 4 Training, Assessment and Quality Assurance (TAQA)
Trainer	Pearson Level 3 and 4 Award/Certificate/Diploma in Learning and Development (L&D)
New to teaching and training	Pearson BTEC Level 3 Award in Education and Training
Part-time teacher	Pearson BTEC Level 4 Certificate in Education and Training
Full-time teacher	Pearson BTEC Level 5 Diploma in Education and Training

The Pearson BTEC Level 4 Certificate in Education and Training allows the inclusion of optional units developed for other qualifications, including competence units from the learning and development suite of qualifications. These units are appropriate alternatives for the many related roles undertaken by teachers, tutors and trainers, particularly in work-based learning.

It is important for centres to ensure that if they wish to offer any of the competence, learning and development optional units, they gain specific centre approval to offer competence units. See Section 7 for further information.

### Terminology

In this suite of initial training qualifications, the following terms are used:

- **tutor** – the person delivering/facilitating the teacher education, they may also be referred to as teacher or trainer
- **learner** – the person taking the qualification
- **student** – the person being taught or assessed by the learner
- **practitioner** – anyone with a learning and development responsibility, either as the whole or as part of their role.



# 1 Introducing Pearson BTEC Professional qualifications

BTEC Professional qualifications are qualifications at Level 4 to Level 8 that are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

## Sizes of Professional qualifications

---

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Professional qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Other size references, such as Extended Diploma, may be used in a suite of qualifications depending on the specific needs of different sectors.

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 4 Certificate in Education and Training
Qualification Number (QN)	601/1238/4
Date registrations can be made	01/01/2014
Age range that the qualification is approved for	19+
Credit value	36
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	360
Guided learning hours	140
Teaching practice	30
Grading information	The qualification and units are at pass grade.
Entry requirements	For details of entry requirements and the <i>Pearson Access and Recruitment</i> policy that centres must follow please see <i>Section 10, Access and recruitment</i> .

## Qualification number and qualification title

---

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

## Objective of the qualification

---

The Pearson BTEC Level 4 Certificate in Education and Training prepares trainee teachers and trainers to teach in a wide range of contexts. To achieve the qualification, there is a requirement for teaching practice that requires observation and assessment of performance.

The qualification can meet the needs of a range of trainee teachers and trainers, including:

- individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements of the qualification
- individuals who are currently teaching and training, including those who have just begun teaching and training and who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification
- individuals currently working as assessors who wish to achieve a teaching qualification and who can meet the practice requirements, including the observed and assessed practice, of the qualification.

## Relationship with previous qualifications

---

This qualification is a replacement for the Pearson Level 3/Level 4 Certificate in Teaching in the Lifelong Learning Sector (2011).

## Progression opportunities through Pearson qualifications

---

Learners who have achieved the Pearson BTEC Level 4 Certificate in Education and Training can progress onto the Pearson BTEC Level 5 Diploma in Education and Training.

Learners who achieve the Pearson BTEC Level 4 Certificate in Education and Training and who are progressing to higher education accredited qualifications at level 5 or above can have their Level 4 credit recognised in line with the higher education institution's arrangements for the recognition of prior learning.

Learners who achieve the Pearson BTEC Level 4 Certificate in Education and Training and who wish to progress to an awarding organisation accredited Level 5 Diploma in Education and Training should have their prior achievement recognised.

## Industry support and recognition

---

The units in this qualification were developed by the Learning and Skills Improvement Service (formerly LSIS), the Standards Setting Body (SSB) for teaching and learning.

In September 2012, amended workforce regulations were introduced that removed the requirement to join the Institute for Learning (IfL) and acquire professional status but retained, for a further twelve months, the requirement to work towards the achievement of the existing teaching qualifications. This signalled a move to a new approach that will not be dependent on government regulation but where the sector will decide for itself the best way to raise and maintain standards.

Employers should have internal policies in place to specify the qualifications that they require their teaching staff to hold and to determine what continuing professional development (CPD) is appropriate. Policies should cover the different teaching roles undertaken by staff, including those delivering literacy, numeracy, ESOL and provision to learners with disabilities. In the absence of government regulation, employers and individuals will have greater flexibility to choose the most appropriate qualifications for their staff. The roles that different members of staff play in delivery will also affect the qualifications and experience needed.

Guidance on qualifications can come from professional bodies, sector membership bodies and trade unions, including:

- Association of Colleges (AoC)
- Association of Employment and Learning Providers (AELP)
- Association of Teachers and Lecturers (ATL)
- Education and Training Foundation (ETF)
- University and College Union (UCU).

## Relationship with National Occupational Standards

---

The Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (formerly LLUK, 2006) continue to underpin practice in the sector. This qualification relates to the Professional Standards in Education and Training.

The standards are available at the Learning and Skills Improvement Service Excellence Gateway: [www.excellencegateway.org.uk](http://www.excellencegateway.org.uk).

### 3 Qualification structure

#### Pearson BTEC Level 4 Certificate in Education and Training

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification, i.e. achieve the appropriate mandatory and optional units, as well as satisfactorily complete teaching practice.

Minimum number of credits that must be achieved	36
Number of mandatory credits that must be achieved	21
Number of optional credits that must be achieved	15
Minimum number of credits that must be achieved at Level 4 or above	21
Teaching practice hours	30

#### **Mandatory units group**

Unit	Unit reference number	Units	Level	Credit value	Guided learning hours
All units must be achieved from this group					
1	H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	3	3	12
2	A/505/1189	Planning to Meet the Needs of Learners in Education and Training	4	3	15
3	M/505/0122	Delivering Education and Training	4	6	24
4	F/505/0125	Assessing Learners in Education and Training	4	6	24
5	L/505/0127	Using Resources for Education and Training	4	3	15

In the following table any unit with \* indicates that this is a competence unit from the Learning and Development suite of qualifications. To offer these units a centre must have specific centre approval. For further information see Section 7, *Centre Recognition and Approval Centre Recognition*.

### Optional units group

Unit	Unit reference number	Units	Level	Credit value	Guided learning hours
15 credits must be achieved from this group					
6	J/505/0756	Action Learning for Teaching in a Specialist Area of Disability	5	15	40
7	M/503/5376	Action learning to Support Development of Subject Specific Pedagogy	5	15	50
8	T/503/5380	Action Research	5	15	50
9	H/601/5314	Assess Occupational Competence in the Work Environment*	3	6	30
10	F/505/0187	Assessment and Support for the Recognition of Prior Learning through the Accreditation of Learning Outcomes	3	6	30
11	M/505/1089	Delivering Employability Skills	4	6	20
12	M/502/9545	Develop Learning and Development Programmes*	4	6	30
13	H/505/1090	Developing, Using and Organising Resources in a Specialist Area	5	15	50
14	Y/503/5310	Effective Partnership Working in the Learning and Teaching Context	4	15	50
15	F/502/9551	Engage Learners in the Learning and Development Process*	3	6	30
16	Y/502/9555	Engage with Employers to Develop and Support Learning Provision*	3	6	25
17	D/502/9556	Engage with Employers to Facilitate Workforce Development*	4	6	30
18	Y/503/5789	Equality and Diversity	4	6	25
19	K/505/1091	Evaluating Learning Programmes	4	3	15
20	H/502/9543	Identify the Learning Needs of Organisations*	4	6	30
21	L/503/5384	Inclusive Practice	4	15	50
22	A/601/5321	Internally Assure the Quality of Assessment*	4	6	45
23	J/505/0188	Preparing for the Coaching Role	4	3	15

Unit	Unit reference number	Units	Level	Credit value	Guided learning hours
24	L/505/0189	Preparing for the Mentoring Role	4	3	15
25	T/505/1093	Preparing for the Personal Tutoring Role	4	3	15
26	R/504/0229	Specialist Delivery Techniques and Activities	4	9	30
27	J/505/1096	Teaching in a Specialist Area	4	15	50
28	Y/505/1099	Understanding and Managing Behaviours in a Learning Environment	4	6	20
30	F/601/5322	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment*	4	6	45
31	T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment*	4	6	45
32	K/503/5814	Using Study Skills Approaches and Techniques to Enhance the Learning of Others	4	6	25
33	R/503/5385	Working with Individual Learners	4	15	50
34	D/505/1105	Working with the 14-19 age range in Education and Training	4	9	30

\* Indicates that these competence units are from the Learning and Development suite of qualifications and to offer them a centre must have specific approval. For further information see Section 7, *Centre Recognition and Approval Centre Recognition*.

## 4 Assessment

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units as indicated in the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcome
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment, such as the assessment methods included as sample assessment activities, making use of evidence drawn from teaching practice.

For the Learning and Development optional units, further guidance about assessment is provided in the qualification specifications for these units, see *Pearson Level 3 and 4 Award/Certificate/Diploma in Learning and Development – Issue 2*, on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

- Simulations are not acceptable for teaching practice assessments.
- Learners undertaking the Learning and Development optional units will be required to provide evidence from their own work-based practice in order to meet the criteria. Types of evidence could be: direct observation by assessor; personal statements and/or reflective accounts; professional discussion; assignments; expert witness testimony.

### Centre-devised assessment (internal assessment)

---

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must provide adequate evidence to meet all the learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required.

Assignment briefs and evidence produced by learners must also meet any additional requirements given in the *Information for tutors* sections of the units.



## Types of evidence

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, individual or group presentations, projects, tests, extended writing, professional discussion) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria. If group presentations are included it is advisable to observe and record individual contributions to the activity so that specific evidence can be included as a part of each learner's portfolio. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

The examples given in the units as assessment activities cover the criteria in the learning outcomes, assessment criteria, unit content and delivery guidance tables. These examples are for guidance only and it is recommended that centres either adapt assessments to meet local needs and resources or write their own. There should be evidence that all assignments have been internally reviewed and moderated.

It is important to recognise that the guidance provided is in a simple form and that, in addition to the logging and feedback record relating to the assessment criteria, each assignment brief should include:

- date of issue and date for submission
- guidelines for word count (where appropriate for depth or range required)
- sources/types of appropriate evidence
- any specific guidance to support learners in generating appropriate evidence – including cross-referencing where a single piece of evidence relates to more than one unit, for example scheme of work/session plans/observation reports.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment. Centres are also encouraged to make effective use of holistic approaches wherever possible or appropriate. This linking of different aspects of the Certificate helps learners to view the different units as part of a coherent whole rather than in isolation. This also reduces the assessment burden and allows more time for the reflective aspect where learners can develop understanding rather than simply working towards a set of criteria. To avoid over-assessment centres are encouraged to develop these approaches and to link delivery and assessment across units.

To achieve the Certificate, there is also a requirement for 30 hours of practice. *Annexe A* summarises the practice requirements for the mandatory units. Practice guidance for the optional units is listed in the separate optional units specification.

Any appropriate location for practice will allow a trainee to meet the requirements of the standards; variety is encouraged but is not essential. There is no requirement to evidence working specifically with groups of learners to achieve these qualifications, unless units specify that purpose (see individual units).

There is widespread use of video evidence in portfolio based qualifications. The rules for this are that the original video must be available for verification, the recording should be indexed and the participants in the video should give their permission for the recording.

Where video is used for direct observation by a remote assessor the following guidelines must be observed:

- the assessor must be able to communicate with the learner in real time to ensure effective discussion, questioning and feedback.
- There must be independent verification from the learner's location that the evidence is authentic, that there are no unseen influences and it is the identified learner that is providing the evidence and not influenced by others at the learner's location.
- The video must be of sufficient quality to enable the assessor or verifier to make a valid judgement. The level of detail required by the qualification must be evident. Where the learner is working with a class, the remote assessor needs to see clear evidence of the required interactions taking place.
- All video evidence should be recorded and it will be the responsibility of the standards verifier to review this and confirm that the guidelines have been observed.

Assessment activities should encourage learners to become more reflective and to evaluate their learning at every opportunity. This reflection can be used as evidence when building portfolios for assessment. For guidance on internal assessment please go to our website: [qualifications.pearson.com](http://qualifications.pearson.com)

When selecting the competence Learning and Development units their specific assessment requirements should be met. Centres should refer to the assessment strategy for competence-based units and the assessment requirements section within each individual unit. Please remember that centres wishing to offer Learning and Development units must have the appropriate centre approval to offer these competency units.

Further information is available from the Learning and Development specifications on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

---

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

## 6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

### General resource requirements

---

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the delivery and assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure that there is continuing professional development for staff delivering the qualification.
- Centres should make provision for the mentoring of individuals undertaking initial teacher training.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.
- Centres must have a sufficiently rigorous internal quality assurance system in place.

### Specific resource requirements

---

As well as the general resource requirements above, there are specific resource requirements for which centres are responsible. Centres must be confident that learners will be able to provide evidence that they can achieve the required teaching practice, i.e. 30 hours of practice. Any appropriate location for practice that will allow a trainee teacher to meet the required standards is permitted.

Breadth in teaching/training practice is encouraged and should denote varied aspects of training. Centres should advise learners of this and the range of appropriate settings and contexts, such as: teaching across more than one level; teaching a variety of learners; teaching individuals and groups; experience of non-teaching roles; gaining subject specialist knowledge through workplace mentoring.

Although not a mandatory requirement of this qualification, it is deemed good practice, and is therefore recommended whenever possible, to allocate a 'mentor' to each learner as they progress through their programme. A mentor can provide on-going support by, for example, providing developmental feedback to learners following teaching practice observations, monitoring the quality of their planning and preparation, carrying out regular one-to-one tutorials and helping them develop good practice in their teaching and learning.

## Observed and assessed practice

There is no requirement to evidence working with groups of learners to achieve this qualification, unless units are undertaken that specify that purpose. However, where trainees are working solely with individuals, a programme can also include support and preparation for working with groups.

There must be a minimum of three observations totalling a minimum of three hours (this excludes any observed practice completed as part of the *Level 3 Award in Education and Training*). Any single observation must be a minimum of half an hour.

Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. It is recommended that centres refer to the *Handbook for the Inspection of Further Education and Skills (Ofsted, 2012) – Part 2, Section B: Quality of Teaching, Learning and Assessment* for further guidance, as there is a requirement that at least one of the observed sessions must be assessed and graded using Ofsted standards.

Three of the mandatory units require evidence of being observed in a teaching and learning environment. These units are:

- *Unit 3: Delivering Education and Training (Level 4)*
- *Unit 4: Assessing Learners in Education and Training (Level 4)*
- *Unit 5: Using Resources for Education and Training (Level 4).*

It is recommended that a holistic approach is taken to observed and assessed practice so that each observation and assessment of practice enables trainees to provide evidence for each of the three units.

Trainees must be able to provide evidence of a minimum of one assessed observation of practice that meets the required (Ofsted) standard. To achieve the qualification, a trainee must be able to provide evidence of a minimum of three observations of practice that meet the required standard of practice, e.g. Ofsted Grade 2, see *Annexe A*, page 93 for further guidance.

Centres must check unit requirements to see if any additional practice is necessary. Some of the optional units require additional observed and assessed practice and these requirements are detailed in the *optional unit guidance* document.

Anyone delivering units and/or observing and assessing practice for this qualification should have all of the following:

- a teaching or training qualification at Level 4 or above (PTLLS is not enough)
- evidence of relevant teaching experience in an education or training context access to appropriate guidance and support
- on-going participation in related programme quality assurance processes.

There are additional requirements for those who assess the Learning and Development units. This information can be found in the accompanying specification for the optional units.

## 7 Centre recognition and approval centre recognition

Any centre that has not delivered and assessed the Pearson BTEC Level 4 Certificate in Education and Training before needs to apply for, and be granted centre recognition and qualification approval as part of Pearson's approval process.

Work based learning (WBL) centres should contact their Account Manager and Further Education Colleges their Curriculum Development Manager (CDM) for further guidance and forms for centre and qualification approval.

Centres already offering the predecessor qualification, the Pearson Level 4 BTEC Certificate for Teaching in the Lifelong Learning Sector should get 'automatic approval' on application via Edexcel Online for the Pearson BTEC Level 4 Certificate in Education and Training, as long as the conditions for automatic approval are met. Automatic qualification approval on Edexcel Online for the Pearson BTEC Level 4 Certificate in Education and Training (with competence units) is not permissible and a separate application must be made using the qualification approval form.

### Approvals agreement

---

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 8 Quality assurance of centres

Pearson carries out quality assurance visits to verify if all centres are working to national standards.

Two visits per year will also be made by an allocated Pearson Standards Verifier/External Examiner (a subject specific expert) to sample assessed student work and provide judgement and feedback.

The Standards Verifier/External Examiner will ensure that you have accurate assessment records and are assessing candidates appropriately, consistently and fairly. They will identify areas of good practice and for further development, and give you guidance on how you can improve your delivery.

For further details on Pearson's quality assurance processes, please go to the *UK BTEC Quality Assurance Handbook* for information on standards verification and Chapter 9 of the *UK Vocational Quality Assurance Handbook 2013-14* for information on external examination.

## 9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, intensive, distance or blended learning) that meet their learners' needs.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers where appropriate to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces where relevant
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant
- ensuring that any legislation is up to date and current
- giving learners the opportunity to apply their learning in practical activities, e.g. 30 hours of teaching practice
- making full use of the variety of experience of work and life that learners bring to the programme.
- providing opportunities for the integration of requirements for English, mathematics and ICT in keeping with the personal and professional skills necessary to underpin education and training.

Further details are available in individual units and in the *Specific resource requirements section* in *Section 6 Centre resource requirements*.

Where legislation is referred to in a unit, centres must ensure that current legislation is taught.

Centres may wish to approach the core units of the Certificate as a single, holistic, integrated activity. Alternatively, they may wish to integrate the theory with the practical assessments for individual units. The learning activities suggested in the units are designed to link with other core units to form a continuous programme. The programme combines taught sessions, individual directed study and teaching practice. Units can be delivered in any order.



## 10 Access and recruitment

Pearson's policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to this qualification with integrity and to demonstrate good practice in the use of initial assessment and learning needs analysis.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification. Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Learners are not required to have achieved a Level 3 Award in Education and Training before undertaking this qualification. However, some learners may already have achieved the Level 3 Award. If this is the case credit transfer will apply for the first unit in the Certificate, Understand Roles, Responsibilities and Relationships in Education and Training.

It is recommended that all those wishing to join this qualification programme should undertake an initial assessment of skills in English, mathematics and ICT. Development needs should be recorded and an action plan agreed. The aim is for learners to achieve Level 2 as a minimum.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

# 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Centres are required to make reasonable adjustment and provided additional support where appropriate. Where a student is felt to be unlikely to achieve, even with additional support then this must be addressed during the initial advice and guidance and a reasonable alternative sought.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are on our website at: [qualifications.pearson.com](http://qualifications.pearson.com)

## 12 Units

Units have the following sections.

### Unit title

This is the formal title of the unit that will appear on the learner's certificate.

### Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

### Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

### Credit value

When a learner achieves a unit, they gain the specified number of credits.

### Guided learning hours

Guided Learning Hours (GLH) are the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

### Unit aim

This gives a summary of what the unit aims to do.

### Essential requirements

This section lists any specialist resources and requirements needed to deliver the unit. The centre will be asked to make sure that these are in place when it seeks approval from Pearson to offer the qualification.

### Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

### Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Delivery guidance

This section suggests different ways in which content might be delivered to learners.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# **Unit 1: Understanding Roles, Responsibilities and Relationships in Education and Training**

**Unit reference number: H/505/0053**

**Level: 3**

**Credit value: 3**

**Guided learning hours: 12**

---

## **Unit aim**

This unit aims to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.

The unit highlights some of the legislative and regulatory requirements that must be met by organisations and individuals. The unit also gives learners the opportunity to explore the codes of practice and roles and responsibilities of teachers, trainers and instructors in promoting equality and valuing diversity when identifying and meeting students' needs.

The unit addresses the specific responsibility of the teacher in promoting a safe and supportive learning environment where their students feel included. By addressing the responsibility for promoting appropriate behaviour, the unit emphasises the role of the teacher in placing their students at the centre of the learning process.

The unit gives learners the opportunity to recognise how the teaching role involves working with other professionals, the boundaries between the teaching role and those of other professionals, and the need for possible referral to meet the needs of their students.

## **Essential requirements**

There are no special requirements for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
1	Understand the teaching role and responsibilities in education and training	1.1	Explain the teaching role and responsibilities in education and training	<ul style="list-style-type: none"> <li>□ Roles, e.g. teacher, trainer, coach, tutor, mentor, instructor, assessor, lecturer.</li> <li>□ Responsibilities, e.g. enforcement of organisation policies and procedures, preparation and management of learning, assessment and record keeping, working with others, to communicate effectively, safety, security.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor presentation</li> <li>□ Mind mapping</li> <li>□ Individual research</li> <li>□ Personal learning log</li> </ul>
		1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	<ul style="list-style-type: none"> <li>□ Current government legislation, e.g. equality and diversity, health and safety, professional or vocational standards, awarding organisation requirements, organisation codes of practice, child protection, where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor presentation</li> <li>□ Small-group work (context/organisation-related groups)</li> </ul>
		1.3	Explain ways to promote equality and value diversity	<ul style="list-style-type: none"> <li>□ Identifying individual learning needs, e.g. visual or auditory impairment, physical disability, language, specific learning difficulties.</li> <li>□ Supporting individual learners, peer working in group activities, challenging discrimination, group contracts.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor-led discussion</li> <li>□ Group work</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
		1.4	Explain why it is important to identify and meet individual learner needs	<ul style="list-style-type: none"> <li>□ Importance, e.g. recognising prior achievements, appropriate support, guidance to meet qualification requirements, access to learning, address knowledge or skills gap, promote student involvement and ownership of targets.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor presentation</li> <li>□ Presentation following individual research</li> <li>□ Discussion and mini-presentations</li> <li>□ Personal learning log</li> </ul>
2	Understand ways to maintain a safe and supportive learning environment	2.1	Explain ways to maintain a safe and supportive learning environment	<ul style="list-style-type: none"> <li>□ Safe physical environment, e.g. appropriate venue, health and safety, accessible.</li> <li>□ Supportive, e.g. managing structured learning environment, individual support, encouraging individual and pair working, group activities, negotiate ground rules.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor-led discussion</li> <li>□ Personal learning log</li> </ul>
		2.2	Explain why it is important to promote appropriate behaviour and respect for others	<ul style="list-style-type: none"> <li>□ Establishing standards, e.g. policies and procedures, zero tolerance for bullying, valuing of individual, modelling of desired behaviours.</li> <li>□ Student responsibility, e.g. student and group contracts, peer working, inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>□ Small-group task</li> <li>□ Mind mapping</li> <li>□ Personal learning log</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
3	Understand the relationships between teachers and other professionals in education and training	3.1	Explain how the teaching role involves working with other professionals	<ul style="list-style-type: none"> <li>□ Team role, e.g. contributing to planning, researching provision, sharing assessment outcomes, communicating student needs, negotiating support for students, contributing to internal quality assurance, liaising with referral agencies.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor presentation</li> <li>□ Individual research</li> </ul>
		3.2	Explain the boundaries between the teaching role and other professional roles	<ul style="list-style-type: none"> <li>□ Personal boundaries, e.g. skills, experience, time, resources, job description.</li> <li>□ Professional boundaries, e.g. job description, team roles and responsibilities, management structures, lines of communication.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor presentation</li> <li>□ Learners to reference own skills and specialism</li> <li>□ Personal learning log</li> </ul>
		3.3	Describe points of referral to meet the individual needs of learners	<ul style="list-style-type: none"> <li>□ Organisation systems and procedures, e.g. administration, additional learning support, student services, websites, peer help.</li> <li>□ External agencies, e.g. specialist support, government agencies, work-related, employers.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor-led discussion</li> <li>□ Small-group discussions</li> <li>□ Personal learning log</li> </ul>



## Information for tutors

---

### Delivery

As this is the introductory unit to the qualification, it is important to recognise that every opportunity should be taken for teaching by example to encourage learners to consider different approaches to teaching and learning. A mix of tutor presentations, individual activities and group activities is especially helpful in the delivery of this unit as it gives learners experience of a range of delivery methods.

Wherever possible, learning and teaching should draw on material from learners' personal or professional experiences. This will help them to develop reflective practice and recognise the transferability of skills and knowledge needed in a learning environment. This unit offers an opportunity for group work where learners can share experiences from different contexts.

Learners should be actively involved in their learning and should be encouraged to draw on material from relevant experiences to use in class and in their assessment activities. Through working with groups of their peers and sharing their experiences, learners have the opportunity to develop case studies alongside problem-solving and interpersonal skills in a way they can model with their own students. The use of ICT should be encouraged for setting up forums or discussion groups.

It is recommended that learner-centred approaches be used where possible and that delivery is not teacher centred. Delivery should motivate, challenge and inspire and reinforce the principles of good practice at the appropriate level.

### Learning activities

#### Learning outcomes 1 and 3

These learning outcomes are based on three key areas: own role and responsibilities, sharing experiences in identifying the needs of students and boundaries and relationships between teaching and other professional roles.

These learning outcomes are suited to researching different aspects of legislation, regulatory requirements and codes of practice relating to equality and health and safety, and then sharing findings with the group. Mini-presentations will allow learners to compare and contrast their findings with that of others in the group. They also provide an opportunity to practise presentation skills that can then be used or adapted when teaching. Mini-presentations give learners the chance to try out new skills and build on their own experiences.

Where information is new to all members of the group it may be more appropriate to use tutor presentation, however individual or group research provides a more challenging and active approach to learning. An alternative approach involves the use of video clips to give learners an experience of real working practice. Individual assessment requirements can then be taken from the collaborative research or quiz sheets. This gives an opportunity for collaborative activity and for mini-presentations and approaches that could be used with students.

Tutor-led group discussions are helpful to explore responsibilities for promoting equality and diversity, drawing on experiences from different contexts in the group.

This discussion can be followed through with descriptions of points of referral for students. Individual reflective activities can be included in learners' records.

### **Learning outcome 2**

This learning outcome can be delivered through a tutor-led session on methods of maintaining a purposeful environment and promoting appropriate behaviour. Learners reflect on their own learning, and then apply this to their teaching context in completing tasks. This is an opportunity to make effective use of appropriate video clips to provide stimulation for what can then be developed through tutor-led group discussions. At all stages, learning needs to contribute to potential assessment evidence which can be achieved through the use of individual learning records or personal development journals. It is also possible to use group discussions as a source of evidence, particularly if the discussion can be recorded to capture individual contributions to the discussions.

It is important to avoid either over-teaching or over-assessment, therefore all activities should contribute in some way to the building of the teaching practice portfolio of evidence.

### **Assessment**

Learners should be actively involved in the assessment process and be given opportunities to draw on material from relevant experiences when completing their assignments. Through their own experiences, as well as through working in groups with their peers – in a classroom or online – learners can develop case studies, research and resources to evidence their assessment activities. The learner must be made aware of the range of possible evidence they can draw on to support the unit, this can include:

- written tasks
- a diary or journal
- research materials
- records of professional discussions
- witness statements
- organisation and/or other formal documents
- curriculum vitae
- job descriptions.

The centre can devise and will mark the assessment for this unit. Suggested activities cover the assessment criteria and are for guidance but can be adapted to meet local needs.

## Sample assessment activities

Criteria covered	Assessment activity	Assessment evidence
1.1, 1.2, 2.1, 2.2, 3.1, 3.2	<p>You are a mentor to a new tutor in her first year of teaching. It is apparent to you that she has trouble maintaining a professional distance from her students. She has given her mobile phone number to students, invited them to be 'friends' on her Facebook page, and often meets them outside the organisation for coffee. Recently, she has been complaining to you about discipline issues in her classes.</p> <p><i>Reflective task: What are the key issues in relation to:</i></p> <ul style="list-style-type: none"> <li>• <i>roles and responsibilities</i></li> <li>• <i>legislation or codes of practice</i></li> <li>• <i>equality and diversity?</i></li> </ul> <p><i>What strategies would you suggest in order to solve the issues identified?</i></p>	<p>Slides from class activity mini-presentation with tutor feedback</p> <p>Posting to group forum printout</p> <p>Written evaluation in personal learning log</p>
1.3, 1.4, 2.2, 3.3	<p>You work with a student for whom English is a second language and who attends an apprenticeship course at college on a part-time basis. Members of the apprenticeship group have been asked to take a written test to decide whether they are suitable for the course. Your student has problems with writing in English and tells you they never have to write anything down in the job and their spoken English is fine. The student has complained to their boss but he just said to take the test or leave. Is there anything else you can do to support the student?</p> <p><i>Reflective task: What are the key issues in relation to:</i></p> <ul style="list-style-type: none"> <li>• <i>discrimination</i></li> <li>• <i>individual learning needs</i></li> <li>• <i>the learning environment</i></li> <li>• <i>referrals.</i></li> </ul> <p><i>What improvements would you recommend to remedy the situation and why?</i></p>	<p>Written entry in personal learning log</p>

Criteria covered	Assessment activity	Assessment evidence
1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3	<p>Write your ideal job description as it might be written by an organisation to attract a potential job applicant. In addition to subject knowledge and experience you must also describe the wider professional role to include:</p> <ul style="list-style-type: none"> <li>• key aspects of legislation and regulatory requirements</li> <li>• relevant codes of practice</li> <li>• the teaching/training role and responsibilities</li> <li>• working with other professionals</li> <li>• boundaries between the teaching role and other professional roles</li> <li>• points of referral to meet the individual needs of learners.</li> </ul> <p>In your reflective journal explain why each of these aspects of teaching or training are so important to recognise and understand.</p>	<p>Job description</p> <p>Updated personal CV</p> <p>Individual learning record or personal development journal entry</p>
1.2, 1.4 2.1, 2.2	<p>In your teaching or training role you have responsibility for identifying and meeting individual learner needs, promoting equality and value diversity, maintaining a safe and supportive learning environment and promoting appropriate behaviour and respect for others.</p> <p>Faced by a group of 12 new learners, enrolled for the first class in your specialist subject, explain how you would go about the task.</p> <p>Present your ideas in the form of a report of 500–1000 words.</p>	<p>Written activity, could be presented as slides, notes or a video presentation</p>

## Suggested resources

### Books

Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)  
ISBN 9781845904609

Gravells A and Simpson S – *Planning and Enabling Learning in the Lifelong Learning Sector* (Learning Matters, 2010) ISBN 9781844457984

Petty G – *Teaching Today: A Practical Guide, 4th Edition* (Nelson Thornes, 2009)  
ISBN 9781408504154 (supported by website materials available to download at  
[www.geoffpetty.com](http://www.geoffpetty.com))

Powell S and Tummons – *J Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2011) ISBN 9780857251022

Wallace S – *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition* (Learning Matters, 2011) ISBN 9780857250629

William D – *Embedded Formative Assessment, 1st Edition* (Solution Tree Press, 2011) ISBN 9781934009307

### Journals and/or magazines

*Times Educational Supplement* – FE Focus

### Websites

<a href="http://www.excellencegateway.org.uk">www.excellencegateway.org.uk</a>	Learning and Skills Improvement Service (LSIS)
<a href="http://www.geoffpetty.com">www.geoffpetty.com</a>	Geoff Petty online teaching resources
<a href="http://www.niace.org.uk">www.niace.org.uk</a>	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
<a href="http://www.skillsfundingagency.bis.gov.uk">www.skillsfundingagency.bis.gov.uk</a>	Skills Funding Agency (SFA)



## **Unit 2: Planning to Meet the Needs of Learners in Education and Training**

**Unit reference number: A/505/1189**

**Level: 4**

**Credit value: 3**

**Guided learning hours: 15**

---

### **Unit aim**

The aim of this unit is to enable the learner to agree individual learning goals with their students, to plan inclusive teaching and learning in accordance with internal processes and external requirements, and to evaluate their own practice in planning teaching and learning. It covers what expectations are in relation to the minimum core in planning inclusive teaching and learning. In August 2003 FENTO introduced the minimum core of language, literacy and numeracy for inclusion in all post-16 teacher education programmes. Since September 2000 it has been expected that initial teacher education programmes should equip all trainee teachers to develop inclusive approaches to addressing the language, literacy and numeracy needs of their learners.

This unit addresses issues underpinning the planning of learning and teaching from the first point of contact with students, through initial and diagnostic testing. Understanding the role of initial and diagnostic assessment will enable learners to actively negotiate and record individual goals. This, in turn, will enable their students to take increased responsibility for the learning process.

In all the units in this qualification there is a need to evaluate practice and involve learners in the process in order to develop the best practice in teaching and learning and to create opportunities to incorporate minimum core requirements. This unit addresses the need to identify ways in which learning and teaching may be improved to meet individual learner needs. This means that emphasis must be placed on opportunities for learners to evaluate their own planning and preparation of sessions that form part of their teaching practice.

### **Essential requirements**

There are no special requirements for this unit, but it should be approached with a consideration of the links between this unit and the others in the Certificate. In particular, this planning unit must be developed through the delivering unit in order to make the most effective use of evidence such as scheme of work and session plans.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
1	Be able to use initial and diagnostic assessment to agree individual learning goals with learners	1.1	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals	<ul style="list-style-type: none"> <li>□ Role, e.g. information for course tutor, current levels knowledge and understanding, existing skills, achievements, motivation, background.</li> <li>□ Learning goals, e.g. requirements of learning programme, individual or group contracts, goals identified through learning or training needs analysis, long- or short-term target setting, action plans, ILP.</li> </ul>	<ul style="list-style-type: none"> <li>□ Learner-led discussion leading to context-based research task (individual or pairs)</li> <li>□ Use and analysis of individual diagnostic assessment activities, LNA (Learning Needs Analysis)</li> <li>□ Organisation policies and procedures for initial and diagnostic assessment</li> <li>□ Examples of methods used with own learners and recording used</li> <li>□ Personal learning log.</li> </ul>
		1.2	Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners	<ul style="list-style-type: none"> <li>□ Methods, e.g. negotiation, self-assessment, tutorial, discussion, recognising learning or skills gaps, agree support needs, need for referral as appropriate, liaise on behalf of learner.</li> </ul>	
		1.3	Record learners' individual learning goals	<ul style="list-style-type: none"> <li>□ Recording, e.g. Individual Learning Plans (ILP), action plans, paper-based or IT-based, organisation procedures for recording information, learner ownership, sharing others</li> </ul>	



Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
2	Be able to plan inclusive teaching and learning in accordance with internal and external requirements	2.1	Devise a scheme of work in accordance with internal and external requirements	<ul style="list-style-type: none"> <li>□ Curriculum requirements, e.g. interpretation of awarding body outcomes, requirements of professional/vocational standards, knowledge content, skills opportunities, sequencing of content, required level.</li> <li>□ Assessment requirements, e.g. methods and schedule, evidence requirements, moderation and standardisation.</li> <li>□ Learner requirements, e.g. learning preferences, individual and group work, equality of access, developing on and reinforcing learning, opportunities for study skills.</li> <li>□ Organisational requirements, e.g. standardisation, internal quality assurance, inspection criteria</li> </ul>	<ul style="list-style-type: none"> <li>□ Review examples of scheme of work exemplars</li> <li>□ Individual research into own curriculum or unit guidance</li> <li>□ Practical activity – pairs or small groups</li> <li>□ Learner-led discussions</li> <li>□ Personal learning log</li> </ul>
		2.2	Design teaching and learning plans that meet the aims and individual needs of all learners and curriculum requirements	<ul style="list-style-type: none"> <li>□ Learning plans, e.g. aims and objectives, subject knowledge and skills content, timing, sequencing, range of approaches, linked assessment, opportunities for minimum core.</li> <li>□ Learner requirements, e.g. variety of learning and teaching activities, opportunities to demonstrate and practice skills, planned reflection, opportunities for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>□ Learning preference questionnaires, e.g. Honey and Mumford</li> <li>□ Workshops for session planning skills</li> <li>□ Case studies created or based on individual practice</li> <li>□ Tutor- led or learner-led discussions</li> <li>□ Personal learning log</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
		2.3	Explain how own planning meets the individual needs of learners	<ul style="list-style-type: none"> <li>□ Learner needs, e.g. recognition of differences, varied aspects of Kolb's Learning Cycle (activity, reflection, research, planning), planning around Bloom's types of learning (knowledge, attitude, skill), providing flexible approaches, resources-based learning, encouraging independent learning, learner centred, opportunities to check and correct learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Research and presentations</li> <li>□ Small groupwork activity</li> <li>□ Tutor led or learner-led discussions.</li> <li>□ Personal learning log</li> </ul>
		2.4	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners	<ul style="list-style-type: none"> <li>□ Adapting plans, e.g. negotiating to meet individual needs, alternative activities, individualise learning plans, extension activities, blended learning to increase flexibility, presentations, focus on group or collaborative activities, peer teaching.</li> </ul>	<ul style="list-style-type: none"> <li>□ Case studies created or based on individual practice</li> <li>□ Small-group activity to develop individualised learning plans</li> <li>□ Discussion</li> </ul>
		2.5	Identify opportunities for learners to provide feedback to inform inclusive practice	<ul style="list-style-type: none"> <li>□ Learner feedback, e.g. encourage informal in-session student feedback, use of discussion, planned formal session/unit/course reviews, use of feedback pro forma, individual learner reviews, election of learner representatives, learner contributions to team meetings.</li> </ul>	<ul style="list-style-type: none"> <li>□ Examples taken from practice</li> <li>□ Discussion</li> <li>□ Sample pro forma</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
3	Be able to implement the minimum core in planning inclusive teaching and learning	3.1	Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning	<ul style="list-style-type: none"> <li>□ Minimum core planning opportunities, e.g. recording evidence of group discussion, individual or group presentations, locating and processing information and responding to others, note taking, project work, research reading and online, use of numeracy in data collection and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor-led discussion to explore opportunities for incorporating minimum core into the planning of learning and teaching, following on from discussions on session planning eg case studies</li> <li>□ Minimum core standards</li> </ul>
		3.2	Apply minimum core elements in planning inclusive teaching and learning	<ul style="list-style-type: none"> <li>□ Teaching, e.g. group discussion, individual or group presentations, project work, research, data.</li> <li>□ Literacy, e.g. reading, research, written assignments, projects, tests, report.</li> <li>□ Language, e.g. question and answer, pair work, group work, discussion, learner presentations, assessment.</li> <li>□ Numeracy, e.g. measurement, proportions, numbering, scale, calculation, presenting data.</li> <li>□ ICT, e.g. word or data processing, researching, presenting information, e-learning, use of intranet.</li> </ul>	<ul style="list-style-type: none"> <li>□ Examples of naturally occurring evidence (embedding)</li> <li>□ Session plans</li> <li>□ Observed session feedback</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
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	<ul style="list-style-type: none"> <li>□ Own review of planning, e.g. fit for purpose, time management, meeting goals, content coverage, skills opportunities.</li> <li>□ Views, e.g. self-evaluation, formal and informal feedback from students, tutor or mentor observation feedback, student satisfaction.</li> <li>□ Effectiveness in assessing, e.g. achieving goals, meeting timescales, assessment requirements, achievement data.</li> </ul>	<ul style="list-style-type: none"> <li>□ SWOT analysis</li> <li>□ Review of feedback from tutors or line manager on planning skills</li> <li>□ Personal learning log</li> </ul>
		4.2	Identify areas for improvement in own planning to meet the individual needs of learners	<ul style="list-style-type: none"> <li>□ Improving own practice in planning, e.g. mentoring support, team working to support development, internal verification at planning stage, work shadowing, awarding organisation training or updating of curriculum requirements, updating technical knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>□ Action planning</li> <li>□ Working alongside an experienced practitioner</li> <li>□ Discussion with mentor</li> <li>□ Individual research</li> </ul>

## Information for tutors

---

### Delivery

To reflect the requirements of this unit the delivery approach should provide plenty of opportunities for learner-centred activities – based around the development of practical skills important in preparing and planning education and training. Because there is a need for learners to understand the underlying principles there also needs to be a balance between practice and tutor-led activities. Alternatively, this can be developed through learner-centred approaches based on individual research. Throughout the units in this qualification, learners will be developing skills, knowledge and understanding. As part of this process, when analysing approaches to teaching and learning, learners should be given opportunities to draw on their experiences and those of their peers, as well as those of more experienced practitioners. As learner responsibility is at the core of all the units, tutors should use opportunities for teaching by example.

Although this unit does not require evidence of teaching practice it does give learners the opportunity to select learning and teaching approaches from their own context and share them with others from a range of contexts, reflecting different curriculum or student needs. There are opportunities for individuals to provide individual case studies and mini-presentations and so that there is a strongly learner-centred approach to delivery. Centres should note that for this unit, learners are required to review and analyse their choices and actions regarding their programmes and plans for teaching practice. It is important to review and build on what has been covered in previous units to avoid duplication and over-teaching.

In promoting best practice, tutor delivery provides an opportunity to focus on structuring schemes of work and session plans that avoid the narrative or scripted approach. By focusing on learning rather than teaching, learners have the opportunity to review different approaches. The tutor's role can be viewed primarily as a facilitator who exposes learners to a variety of planning, learning and teaching approaches in order to allow individual learners to identify and develop strategies that best meet the needs of their own curriculum, learners and context. For this reason, wherever possible, delivery of the unit should be related to learners' own teaching situations, learners and experiences. To provide the required underpinning knowledge, learners should be actively challenged to question the validity of their approaches

Tutor delivery should help inform both individual practice and group learning by complementing the case studies or mini-presentations being considered by learners. It should also help in the delivery of underpinning principles to support, rather than lead, learner input. It is important to emphasise how this unit links with current professional standards and learners should discuss the issues raised by the unit content formally and informally. Learners should use assessment tools to help them evaluate their performance as a teacher, identifying opportunities for improvement.

Delivery should provide essential links to all other units in the Certificate so that learners can see the process of education and training as a whole. Evidence identified through one unit can be developed through all the others for example a scheme of work and session plans developed in this unit that includes assessment opportunities and resources from other units, is delivered and observed through teaching practice.

## Learning activities

At the beginning of the unit, time should be spent discussing learning and assessment activities, including the links between units, the use of teaching practice as part of the learning process and the use of evidence from the workplace.

### Learning outcome 1

It should be possible to draw on learners' experiences for the purposes of initial and diagnostic assessment. Reviewing initial and diagnostic assessment approaches such as learning or training needs analysis (LNA/TNA), key skills or minimum core and specialised testing could be the basis of whole-group discussion on the role and methods used for initial and diagnostic assessment in different contexts. Learners can carry out an individual initial assessment activity based on what centres currently use as a learning styles questionnaire (for example such as Honey and Mumford, the VARK test or the Multiple Intelligences questionnaire) and compare the results from at least two different tests. Following completion of the individual activity, whole-group discussion with tutor input could be used to highlight the value of initial and diagnostic assessment to session planning and identifying learner needs. This is important as it helps learners recognise that not everyone views learning in the same way they do.

### Learning outcome 2

Each member of the group selects and prepares a presentation on one teaching method used with their students. Each individual explains underlying principles, for example Kolb (activity, reflection, research, planning) Bloom (knowledge, attitude, skill), and how these have informed their choice of method. They then provide at least one example or case study to demonstrate how the selected method has been adapted to meet a specific, individual learning need. A whole-group review of presentations should be followed by discussion in order to transfer learning for use in session planning.

These activities should then be summarised by the tutor, with the addition of any important aspects not covered by the group.

### Learning outcomes 2 and 3

Tutors can demonstrate the qualities of a scheme of work through teaching by example, using the Certificate programme as a case study for a scheme of work. Learners can be provided with the awarding organisation's requirements. The tutor presentation can be used to explain how the requirements are converted into a realistic programme that meets the requirements for content and timing. It should also mention alternative, more flexible, approaches that aid accessibility such as distance learning or blended learning models. Similarly, session plans can be based on an example from the Certificate programme session plans as a case study.

A basic structure is usually created with:

- aims and objectives
- timings
- subject or technical knowledge and skills content
- a variety of learning and teaching activities
- resources
- assessment opportunities (and minimum core)
- session evaluation.

Along with aims and objectives, most session plans include a section to identify any special requirements of the group or individuals where the plan may need to be adapted to highlight examples of good practice.

An example would be a small-group activity using the minimum core documents: learners divide into four groups; each group prepares an activity (lasting no more than 10 minutes) that could be included in a session plan for one of the minimum core areas (one for language, one for literacy, one for numeracy and one for ICT). Tutors can provide an appropriate level of challenge by selecting a core area that the group has not already covered, for example numeracy, but care should be taken to ensure all areas are covered. Groups should then be paired and the activity should be actively tested on the partners. Outcomes are fed back through small groups to the whole group. This activity should be followed by tutor-led discussion, exploring opportunities for incorporating minimum core into the planning of learning and teaching (following on from discussions on session planning). Using appropriate minimum core documents (key skills/functional skills/basis skills) individuals prepare an activity to include in one prepared session plan.

**Learning outcomes 1, 2 and 3** – In observed teaching practice learners have the opportunity to show their use of the outcomes of appropriate methods of initial and diagnostic assessment with students, including negotiating and recording individual learning goals with students. Learners should provide examples of individualised teaching and learning programmes. These could be for example:

- a scheme of work to cover teaching practice (or equivalent to reflect specialist requirements) that meets the needs of all learners and relevant curriculum requirements
- a minimum of three session plans, including elements of the minimum core, that are observed as part of the Certificate programme requirements.

#### **Learning outcome 4**

This requires learners to evaluate their practice and identify areas for improvement. To be able to do this effectively, learners need tutor guidance and, at least initially, be given with quite structured activities. Not all learners are automatically 'reflective' and these need at least the basic tools if they are to be expected to produce something useful from the activity. A useful activity is for individuals to be required to provide peer feedback on a microteaching activity so that they can then structure their self-assessment in a similar way. This can then be developed further through a reflective journal, where learners evaluate their practice in planning inclusive learning and teaching. In pairs they review their practice and analyse ways to improve it.

#### **Assessment**

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit. Learners need opportunities to demonstrate evidence at the appropriate level. Extended writing showing a range of research areas and Harvard referencing, should be used to support evidence from practical teaching activities.

It is possible to use the individual learning record approach to assessment and, with the addition of a single piece of extended writing, develop and demonstrate the level of understanding required for this unit. It is important that learners have enough opportunities to demonstrate their ability to expand ideas and develop their understanding through undertaking sufficient background research. This relates particularly to the underpinning knowledge required to make initial and diagnostic assessment meaningful when analysis is required in the assessment criteria.

Learners' research should inform their understanding of the principles of inclusive learning and learning styles and how this informs their choice of teaching methods. It should link to the practical teaching activities.

### **Assessment activities**

Sample suggested assessment activities that cover the assessment criteria are given on the following pages. They are for guidance only and it is recommended that centres either adapt given suggestions to meet local needs and resources or write their own assessments.



Criteria covered	Assessment activity	Assessment evidence
1.2, 1.3	As part of observed teaching practice, learners show use of the outcomes of appropriate methods of initial and diagnostic assessment, including negotiating and recording individual learning goals with students.	<p>Examples of initial and diagnostic assessment activities.</p> <p>Lesson plans that have been evaluated fully regarding planning and meeting student's needs.</p> <p>Personal learning log.</p> <p>Record of observation and assessment records.</p>
1.1, 2.3 2.4	Based on appropriate examples of initial and diagnostic assessment, learners use research to analyse the role of initial and diagnostic assessment in selecting teaching methods when planning sessions. Learners explain how choices of teaching methods meet the needs of all learners and help in negotiating individual learning goals. Learners provide three case studies to show how session plans can be adapted to meet the individual needs of one competent student and one student lacking confidence, and one student requiring special consideration, for example a student with dyslexia or with English as a second language.	<p>Written assignment.</p> <p>Personal learning log.</p>
2.1	Learners produce a scheme of work to cover teaching practice (or equivalent to reflect specialist requirements) that meets all learner and curriculum requirements.	<p>Scheme of work.</p> <p>Course syllabus or specification.</p> <p>Teaching portfolio.</p>
2.2, 3.2	Learners produce a minimum of three session plans, each of which lasts a minimum of 1 hour and includes elements of the minimum core. The plans are observed as part of the Certificate requirements, and also identify opportunities for learners to provide feedback. (If sessions are normally shorter than an hour, combine or arrange for an observed session specifically to allow for this.)	Teaching portfolio and session plans.

Criteria covered	Assessment activity	Assessment evidence
2.5, 4.1, 4.2	Using feedback from their learners, as well as from their teaching practice observations and self-evaluation, learners reflect on the effectiveness of their practice, identifying ways in which their planning meets the needs of their learners. Learners also analyse ways in which they can improve their practice.	Written assignment and action plan. Personal learning log.
3.1	Learners use feedback from learners, as well as from teaching practice observations and self-evaluation, to evaluate each observed session. During observation feedback, learners explain how minimum core elements were covered in planning at least one of the sessions.	Session evaluation, learner feedback, personal development record and record of professional discussion.

## Suggested resources

### Books

Beere J — *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)  
ISBN 9781845904609

Petty G – *Teaching Today: A Practical Guide, 4th Edition* (Nelson Thornes, 2009)  
ISBN 9781408504154 (supported by website materials at [www.geoffpetty.com](http://www.geoffpetty.com))

Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2011) ISBN 9780857251022

Roffey-Barentsen J and Malthouse R – *Reflective Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2009)  
ISBN 9781844451845

Wallace S — *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition* (Learning Matters, 2011) ISBN 9780857250629

### Journals and/or magazines

*Times Educational Supplement – FE Focus*

### Websites

<a href="http://www.excellencegateway.org.uk">www.excellencegateway.org.uk</a>	Learning and Skills Improvement Service (LSIS) Excellence Gateway
<a href="http://www.ifl.ac.uk">www.ifl.ac.uk</a>	Institute for Learning (IFL)
<a href="http://www.geoffpetty.com">www.geoffpetty.com</a>	Geoff Petty online teaching resources
<a href="http://www.niace.org.uk">www.niace.org.uk</a>	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
<a href="http://www.skillsfundingagency.bis.gov.uk">www.skillsfundingagency.bis.gov.uk</a>	Skills Funding Agency (SFA)



## Unit 3: Delivering Education and Training

**Unit reference number:** M/505/1022

**Level:** 4

**Credit value:** 6

**Guided learning hours:** 24

---

### Unit aim

The aim of this unit is to enable learners to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with students and to evaluate their delivery practice. The unit gives learners, understanding of how technology can enhance teaching and learning, and covers expectations in relation to the minimum core in delivering inclusive teaching and learning.

The unit is largely practical and learning outcomes are assessed through teaching practice, and evaluation of that practice. Learners can use a previously devised scheme of work and associated session plans to create a purposeful and inclusive learning and teaching environment. Learners will need to demonstrate ways in which their practice reflects the range of skills, knowledge and understanding associated with an inclusive approach to learning and teaching. Learners must have the opportunity to demonstrate their understanding, in a practical context, of what is required to create a purposeful learning and teaching environment that meets the needs of all. They also need to understand the internal processes and external requirements associated with their subject and context.

While delivering teaching and learning, learners will need to have the opportunity to demonstrate and review ways to improve their communication skills and give their students opportunities to address aspects of the minimum core. The unit enables learners to explore the use, benefits and limitations of technology as a medium to enhance learning and teaching. It is important that learners have the opportunity to undertake research that can be used in analysing their practice.

### Essential requirements

For this unit, centres need to ensure that all learners have the required access to a minimum of 30 hours of teaching practice. Simulation is not permitted as an alternative. To be eligible for the award of credit for this unit learners must be able to provide evidence of a minimum of three observations of their teaching that meet the required standard of practice, e.g. Ofsted grade 2. For the teaching observations each learner must have access to appropriately qualified and experienced observers, who must complete a written report for each observation (each of a minimum of one-hour session or equivalent).

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification	Delivery guidance
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 <ul style="list-style-type: none"> <li>□ Effectiveness of approaches, e.g. andragogical or learner centred, discussion, research tasks, project work, group work, pedagogical or teacher centred, e.g. lecture, demonstration, presentation.</li> <li>□ Ways to meet learner needs, e.g. clear goals, engaging them, range of learning styles, small-group and whole-group work, variety of resources, meeting assessment requirements.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor presentation of new concepts or principles</li> <li>□ Group activity, e.g. Matching card game re Knowles</li> <li>□ Mind mapping</li> <li>□ Individual research</li> <li>□ Individual reflective activity</li> </ul>
		1.2	Create an inclusive teaching and learning environment <ul style="list-style-type: none"> <li>□ Learning environment, e.g. structured, linked to learner needs, clear and shared goals, appropriate content, time managed, effective group management.</li> <li>□ Inclusive, e.g. addressing individual learner needs, range of support, promoting positive attitudes to others.</li> </ul>	<ul style="list-style-type: none"> <li>□ Teaching practice and record of observation of teaching practice</li> <li>□ Learner feedback</li> <li>□ Self-assessment</li> </ul>
		1.3	Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements <ul style="list-style-type: none"> <li>□ Requirements, e.g. addressing needs of curriculum, subject specific knowledge, subject-specific skills, assessment needs, time scales for achievement, development and progression, internal quality assurance.</li> </ul>	<ul style="list-style-type: none"> <li>□ Teaching practice and record of observation of teaching practice</li> <li>□ Learner feedback</li> <li>□ Self-assessment</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
2	Be able to communicate with students 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	<ul style="list-style-type: none"> <li>□ Communication, e.g. tutor talk, discussion, open and closed questioning, non-verbal, listening.</li> <li>□ Media, e.g. written materials, use of images, PowerPoint, ICT, VLE (virtual learning environment), audio and visual aids.</li> <li>□ Benefits, e.g. engaging students, setting appropriate level, impact, quality of materials, relevance to learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Questioning techniques research task</li> <li>□ The six faces of non-verbal communication discussion</li> </ul>
		2.2	Use communication methods and media to meet individual student needs	<ul style="list-style-type: none"> <li>□ Methods, e.g. varied tone and pace in lecture, appropriate timing and duration, two-way, responding to students, summarising, involving others, language, level, subject matter (technical language), pace, verbal and non-verbal, body language, mixed medium in presentation.</li> </ul>	<ul style="list-style-type: none"> <li>□ Teaching practice and record of observation of teaching practice</li> <li>□ Reflective activity</li> <li>□ Role play</li> </ul>
		2.3	Communicate with other learning professionals to meet individual student needs and encourage progression	<ul style="list-style-type: none"> <li>□ Ways to work with others, e.g. negotiate with colleagues on behalf of students, specialist support providers, course/programme team, contribute to programme review or quality assurance, external standardisation.</li> <li>□ Others, e.g. employer, work placement providers, employment agencies, potential apprenticeship provider</li> <li>□ Progression, e.g. further education or specialist providers, higher education providers</li> </ul>	<ul style="list-style-type: none"> <li>□ Minutes of team meetings</li> <li>□ Sample records of referral</li> <li>□ Sample learner action plans</li> <li>□ SAR (Self Assessment Review)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
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	<ul style="list-style-type: none"> <li>□ Benefits, e.g. individualised learning, materials accessible online, reduces need for paper-based resources, promoting 'joined-up' learning, allows for differentiation, student-centred, promotes student responsibility, globalisation through access to the world wide web, visual, current.</li> <li>□ Limitations, e.g. availability of intranet, access to appropriate technology, cost, time and effort to keep up to date with changes in technology, overuse, need for appropriate skills for use, fit for purpose, health and safety implications.</li> </ul>	<ul style="list-style-type: none"> <li>□ ICT Audit</li> <li>□ Individual research</li> <li>□ Individual or group presentations</li> <li>□ Workshops</li> </ul>
		3.2	Use technologies to enhance teaching and meet individual student needs	<ul style="list-style-type: none"> <li>□ Teaching with technology, e.g. interactive white board, materials online, shared spaces online, Facebook, Twitter, using mobile phones, intranet to backup session, virtual learning environment (VLE).</li> <li>□ Learning needs, e.g. computer-aided learning, software, researching, producing assignments, addressing minimum core requirements, extension activity materials online.</li> </ul>	<ul style="list-style-type: none"> <li>□ Teaching practice and record of observation of teaching practice</li> <li>□ Reflective activity</li> <li>□ Group or individual activities adapting and developing resources to reflect use of technologies to meet contrasting learner needs</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
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	<ul style="list-style-type: none"> <li>□ Teaching, e.g. group discussion, individual or group presentations, project work, research, data.</li> <li>□ Literacy, e.g. reading, research, written assignments, projects, tests, report.</li> <li>□ Language, e.g. question and answer, pair work, group work, discussion, learner presentations, assessment.</li> <li>□ Numeracy, e.g. measurement, proportions, numbering, scale, calculation, presenting data.</li> <li>□ ICT, e.g. word or data processing, researching, presenting information, e-learning, use of intranet.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor presentation and minimum core standards</li> <li>□ Case studies</li> <li>□ Discussions on session planning</li> <li>□ Individual or group research/presentations</li> </ul>
		4.2	Apply minimum core elements in delivering inclusive teaching and learning	<ul style="list-style-type: none"> <li>□ Applying, e.g. opportunities for evidence, relevant, integrated, meaningful, linked to learner needs.</li> <li>□ Literacy, e.g. active board, research, handouts, instructions, manuals, written tasks, tests.</li> <li>□ Language, e.g. fit for audience, presentations, group work, discussion, questioning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Case studies or examples of naturally occurring evidence (embedding)</li> <li>□ Sample scheme of work</li> <li>□ Sample session plans</li> <li>□ Observed session feedback</li> <li>□ Sample resources</li> <li>□ Sample assessment activities</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
				<ul style="list-style-type: none"> <li>□ Numeracy, e.g. measurement, calculation, use of data, gathering and analysing number evidence.</li> <li>□ ICT, e.g. fit for purpose, e-learning and e-assessment, presentation, research, blended learning.</li> </ul>	
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	<ul style="list-style-type: none"> <li>□ Review of effectiveness, e.g. measure of own and students, success, student engagement, achievement of planned session objectives, observation reports.</li> <li>□ Views of others, e.g. formal and informal feedback from students, tutor or mentor observation feedback, student satisfaction survey, feedback from other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>□ Evaluation of delivered sessions</li> <li>□ Tutor session feedback</li> <li>□ Feedback from learners or peers</li> <li>□ Reflective journal</li> </ul>
		5.2	Identify areas for improvement in own practice in meeting the individual needs of learners	<ul style="list-style-type: none"> <li>□ Ways to meet needs, e.g. researching learning styles, special needs training, explore new modes of delivery and assessment.</li> <li>□ Ways to improve teaching, e.g. updating subject knowledge, technical expertise, researching modifications to learning programmes and support materials, issues of non-verbal language.</li> </ul>	<ul style="list-style-type: none"> <li>□ Reflective journal</li> <li>□ Research</li> <li>□ Tutorial record</li> <li>□ Individual action plan</li> </ul>

### Delivery

This is a practical unit where learners have the opportunity to explore the need for inclusive approaches to delivery and develop independent strategies to actively put them into practice through their practical teaching activities. To this end it is important for the key aspects of effective delivery to be dealt with at an early stage so tutor and learners have the opportunity to discuss different approaches to teaching and learning which can then be applied to their specialist areas. It is important to focus on individual practice in delivering learning and teaching through researching aspects that impact on education and training. For this reason this unit should be introduced early in the qualification, allowing learners to contribute more from their own experiences.

The unit should focus on assessing the effectiveness of a scheme of work and session plans, produced for the planning unit, when put into practice through teaching and learning activities and observed teaching practice sessions. Learners need opportunities to demonstrate and develop their understanding of the underpinning theory and knowledge for learning and teaching. The requirement for teaching practice means all learners have the opportunity to provide their own case studies and mini-presentations based on their own practice and context. They should be able to compare their approaches with those of other members of the group. Delivering learning to peers allows learners to try different approaches in a safe environment. It also enables greater flexibility in delivery. This can contribute significantly to building individual self-confidence and encourages learners to share experiences and consider a more interactive approach in the delivery of their own sessions.

The communications aspect of this unit is suited to tutor delivery, where learners need to understand the significance of their own use of communications when delivering their sessions. This is crucial in helping learners to identify ways to improve their communication skills and to address requirements for minimum core language and literacy. In contrast, the use of technology in delivering learning and teaching might most effectively be drawn from learners' own activities. Learners often understand the nature of the specific technology required for the delivery of their subject and are usually up to date with developments in technology relevant to their own context.

As this unit relates to the delivery of learning and teaching, it is possible to involve learners in negotiating delivery methods and approaches to suit their needs and contexts. In this way, learners actively engage in creating their own purposeful, inclusive learning and teaching environment. It is important to emphasise links with current professional standards, discussing the issues raised by the unit content, both formally and informally. This will help learners to use assessment tools to evaluate their performance as a teacher and identify opportunities for improvement of their delivery of learning and teaching.

Learning activities have been included in this unit as guidance, for use with the suggested assessment activities. They demonstrate one way of planning the delivery and assessment of this unit. The learning activities suggested for this unit include tutor-led discussions and presentations, whole-group discussion, individual learner presentations and teaching practice. Tutors need to link their planning for this unit to the other units in the qualification to ensure an integrated or holistic

approach. When introducing the unit, time should be given to discussion of the learning and assessment activities, along with the links between the units, the use of teaching practice as a part of their own learning process and overlapping evidence from the workplace.

### **Learning outcomes 1 and 4**

Individual, pre-prepared mini-presentations, based on evaluation of own practice in delivering one of the prepared session plans. Each learner reviews their choice of learning and teaching activities and research in relation to their curriculum requirements (including assessment and minimum core) and the needs of their students. Presentations should be followed by whole-group discussion on issues of inclusion and specific problems encountered in practice. This could be done in conjunction with a tutor presentation, summarising learning in order to improve practice. This should be used as an opportunity for 1:1 tutorials to follow the presentations and check progress on portfolio building, to update records of observations and teaching practice hours and to update action planning.

Tutor-led discussion on what makes an inclusive learning environment. Tutor should steer the discussion from the generic to the specific. 'Show and tell' activity in small groups, comparing the design of session plans using one example taken from teaching practice (possibly based on suggested planning format using Kolb's activity, reflection, research, planning and Bloom's knowledge, attitude, skill where appropriate). Links discussed to specific curriculum, environment and learner needs. Tutor-led discussion on the feedback from the 'show and tell' activity, including ways in which requirements for the minimum core can be incorporated into the delivery of learning and teaching in order to use naturally occurring opportunities for developing skills in language, literacy, numeracy and ICT. A tutor summary could then focus on approaches to effective group management and different approaches to engage learners.

### **Learning outcomes 2 and 5**

Tutor presentation to cover the basic principles of effective communication, including verbal and written, body language, information communication technology, communication as a two-way process and appropriate to the audience. Individual SWOT (strengths, weaknesses, opportunities, threats) analysis to review individual communication skills, followed by whole-group discussion, to share findings and consider ways in which skills could be improved. Whole-group discussion is useful to review individual practice in communicating with other learning professionals to meet learner needs and encourage progression, from experiences through teaching practice.

### **Learning outcome 3**

Individual mini-presentations drawing on learner's experiences through teaching practice to identify the technology used in specific contexts along with the benefits and limitations of using technology in learning and teaching. Following each presentation there should be opportunities for questions and answers along with examples to share with the group. This could be followed by a display of technology used by the group members with an opportunity for informal 'show and tell', and discussions between interested parties to explore possibilities for adapting to different contexts. It is recommended that the technology display is carried out as an informal activity so that learners are able to focus on the types of technology they find particularly interesting or relevant.

An alternative delivery approach could be to set up a 'marketplace' activity where each individual brings an example of the use of technology from their practice and displays it to other members of the group. Learners should be able to circulate to get an idea of the different uses of technology and come together for a whole-group discussion with tutor input at the end.

### **Learning outcomes 1, 2, 4 and 5**

Teaching practice activities — as part of their schemes of work and a minimum of three observed sessions, learners should:

- create an inclusive teaching and learning environment
- use learning and teaching activities to meet curriculum requirements
- provide opportunities for students to practise their literacy, language, numeracy and ICT skills
- use communication methods and media to meet the needs of all students
- communicate with other learning professionals to meet student needs and encourage progression
- apply minimum core elements in delivering lifelong learning
- review the effectiveness of their use of inclusive learning and teaching approaches in meeting the needs of all students.

### **Assessment**

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The learning outcomes for this unit must be assessed in a teaching and learning environment. Simulation is not permitted. The required practice should be in the appropriate context – either with groups, individuals or a combination of both. Observations of learners' practice can be formative and summative.

This unit relates to the delivery of learning and teaching and the appropriate assessment criteria should be based on evidence from teaching practice. Examples of evidence may come from:

- the teaching practice portfolio to cover the requirements of teaching practice, scheme of work and a minimum of three observed sessions – complete with examples of resources, assessment and minimum core materials
- feedback records, including tutor observation reports, record of professional discussion, peer feedback forms and student feedback
- personal development record, or reflective journal, to record personal observations and learning
- research and development of understanding through detailed analysis in extended written assignments – referenced in keeping with Level 4 requirements.

Additional portfolio documentation can include:

- key documentation, for example organisation, awarding organisation, vocational body
- curriculum or course documentation
- course handbook
- witness statements when not part of the teaching observation requirements.

It is important that learners are given opportunities to demonstrate evidence at the appropriate level, therefore written activities must be included to address the requirements for analysis as at Level 4. Evidence is required of individual research, referencing and extended writing. Learners should be given a challenge in the assessment, being required to draw evidence from a variety of sources and provide clear links between practice and theory, including reference to underpinning knowledge.

### **Assessment activities**

Suggested outline assessment activities are given on the following pages. They are for guidance only. It is recommended that centres adapt the Pearson assignments to meet local needs and resources or write their own assignments. It is important to provide sufficient assessment guidance to enable learners to provide adequate evidence.

## Suggested outline assessment activities

Criteria covered	Assessment activity	Assessment evidence
1.1, 1.2, 2.1, 4.2	<p>Using the prepared plans each observation must give you the opportunity to demonstrate that you are able to:</p> <ul style="list-style-type: none"> <li>• establish and sustain a safe, inclusive learning environment</li> <li>• use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of students as well as minimum core elements</li> <li>• demonstrate ways to promote equality and value diversity in own teaching</li> <li>• communicate with students to meet individual learning needs</li> <li>• use types and methods of assessment, including peer-assessment and self-assessment to involve students in assessment, meet the individual needs of students, enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current and meet internal and external assessment requirements. Record results and communicate with those with a legitimate interest in student performance.</li> <li>• use questioning and feedback to contribute to the assessment process.</li> </ul>	<p>Teaching practice portfolio: minimum three detailed session plans each of minimum one hour, resources and assessment activities used in observed sessions.</p> <p>Minimum three written reports from teaching practice observations – at least one from tutor, one from subject specialist and one from either.</p>

Criteria covered	Assessment activity	Assessment evidence
1.3, 4.1, 5.1	<p>Following EACH observed session, produce a written evaluation to explain how you meet the individual needs of students in education and training. Use the first to produce a written entry for your Individual Learning Record (ILR) to analyse the effectiveness of your teaching and learning approaches. (approx 750 words).</p> <p>Include research and Harvard referencing to support your analysis.</p>	<p>Session evaluations, sample activities or resources and individual learning review.</p> <p>Observation report, professional discussion, witness statement and personal development record.</p> <p>Evidence is required of individual research and indicative referencing.</p>
2.2, 2.3	<p>Using their evaluated session plans, learners provide evidence of communication with other learning professionals to meet specific student needs and to encourage progression.</p> <p>Learners provide a reflective account detailing how their communication skills could be improved and ways this could be achieved.</p>	<p>Session evaluations.</p> <p>Reflective account.</p>
3.1, 3.2 and 5.2	<p>Following the sharing technology activity, learners produce a written evaluation analysing different ways to use this technology to enhance their delivery. Learners review the benefits and limitations of using technology in the learning, using examples to illustrate points (approx 750 words).</p> <p>Include research and Harvard referencing to support your analysis.</p> <p>Learners provide a reflective account, analysing ways to improve their practice in using approaches to meet the needs of their students.</p>	<p>Written report, sample resources.</p> <p>Evidence is required of individual research and indicative referencing.</p> <p>Reflective account.</p>



## Suggested resources

### Books

Beere J — *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)  
ISBN 9781845904609

Petty G – *Teaching Today: A Practical Guide, 4th Edition* (Nelson Thornes, 2009)  
ISBN 9781408504154 (supported by website materials at [www.geoffpetty.com](http://www.geoffpetty.com))

Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2011) ISBN 9780857251022

Roffey-Barentsen J and Malthouse R – *Reflective Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2009)  
ISBN 9781844451845

Wallace S — *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition* (Learning Matters, 2011) ISBN 9780857250629

### Journals and/or magazines

*Times Educational Supplement – FE Focus*

### Websites

<a href="http://www.excellencegateway.org.uk">www.excellencegateway.org.uk</a>	Learning and Skills Improvement Service (LSIS) Excellence Gateway
<a href="http://www.ifl.ac.uk">www.ifl.ac.uk</a>	Institute for Learning (IFL)
<a href="http://www.iboard.co.uk">www.iboard.co.uk</a>	Interactive activities
<a href="http://www.geoffpetty.com">www.geoffpetty.com</a>	Geoff Petty online teaching resources
<a href="http://www.niace.org.uk">www.niace.org.uk</a>	The National Institute of Adult Continuing Education (England and Wales) (NIACE)
<a href="http://www.skillsfundingagency.bis.gov.uk">www.skillsfundingagency.bis.gov.uk</a>	Skills Funding Agency (SFA)
<a href="http://www.teachers-direct.co.uk">www.teachers-direct.co.uk</a>	Resources for interactive quizzes
<a href="http://www.tes.co.uk">www.tes.co.uk</a>	TES teaching resource ideas



# Unit 4: Assessing Learners in Education and Training

**Unit reference number:** F/505/1025

**Level:** 4

**Credit value:** 6

**Guided learning hours:** 24

---

## Unit aim

This unit aims to enable learners to use different types and methods of assessment, to conduct and record assessment and to evaluate their assessment practice. The unit covers expectations relating to the minimum core when assessing students.

Learners will be expected to communicate assessment information to other relevant professionals in the appropriate way to evaluate their assessment practice and to look for ways to improve it.

While this unit requires the use of different types and methods of assessment it is important that learners demonstrate an understanding of the underlying principles to support choices made. The approaches selected need to promote student involvement in the assessment process, such as through self-assessment and peer assessment, to provide evidence that is valid, reliable, sufficient, authentic and current in order to promote learning.

The learner must also understand the principles behind the assessment of specific learning programmes, which need to meet both internal and external requirements. This helps to ensure that accurate information is available about subject-related achievement understanding this information should be shared with students and those with a legitimate interest in student achievement. The unit requires a review of ways in which assessment can address the minimum core elements, creating opportunities to assess language, literacy, numeracy and ICT.

## Essential requirements

As the planning and delivery of teaching practice should include opportunities to check learning there is a requirement for an appropriately qualified and experienced tutor to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one observation of practice that has met the required standard.

Links should be made between this unit and all the other mandatory units that make up the Certificate. This is to ensure that learners appreciate the role of assessment in the learning process and the need to plan effective assessment into all aspects of delivery. If learners have completed the Award links should also be made to the unit 'Understanding Assessment in Education and Training' in order to develop ideas already considered.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
1	Be able to use types and methods of assessment to meet the needs of individual learners	1.1	Explain the purposes of types of assessment used in education and training	<ul style="list-style-type: none"> <li>□ Purposes, e.g. awarding body requirements, vocational standards, formative or summative, criterion or norm-referencing, initial or diagnostic, setting short term or long-term goals, establish level of skill, sum of knowledge, demonstration of understanding, check-and-correct.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor presentation with awarding organisation documents</li> <li>□ Small-group activities</li> <li>□ Discussion</li> </ul>
		1.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners	<ul style="list-style-type: none"> <li>□ Effectiveness, e.g. flexibility of internally set and marked assessment, opportunities for check-and-correct; standardised, e.g. between learners, across organisation, locally, nationally</li> <li>□ Individual needs, e.g. appropriate level and content, reflecting specific needs, alternative methods negotiated, providing learner with strategies for assessment, opportunities to practice assessment, appropriate timing and context, opportunities for resubmission or additional observations.</li> </ul>	<ul style="list-style-type: none"> <li>□ Individual or group research and presentations</li> <li>□ Individual learning log</li> <li>□ Examples from practice</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification	Delivery guidance
	1.3 Use types and methods of assessment to meet the individual needs of students	<ul style="list-style-type: none"> <li>□ Types, e.g. initial, formative, summative, diagnostic, criterion referenced, norm referenced, medal and-mission, check-and-correct.</li> <li>□ Methods, e.g. written assignments, case studies, tests, multiple choice questions, gapped handouts, worksheets, practicals, observation, witness testimony, quiz, discussion record, video recording, group work.</li> </ul>	<ul style="list-style-type: none"> <li>□ Individual research</li> <li>□ Awarding organisation sample assessments</li> <li>□ Sample completed assessments</li> <li>□ Observation report</li> </ul>
	1.4 Use peer- and self-assessment to promote students' involvement and personal responsibility in the assessment for, and of, their learning	<ul style="list-style-type: none"> <li>□ Peer assessment, e.g. collaborative activities, checking and correcting learning in peer teaching, peer marking of written work/tests, peer observation and feedback, pair or group assessment activity.</li> <li>□ Self assessment, e.g. safe context to encourage reflection, ILP/ILR (individual learning plan record), against performance or assessment criteria, individual discussion, self-assessment review, through tutorial activity and action planning, recognising and responding to support needs, skills review.</li> </ul>	<ul style="list-style-type: none"> <li>□ Sample peer assessment activities</li> <li>□ Sample reflective journal/ILP</li> <li>□ Session plans</li> <li>□ Role play</li> <li>□ Observation record</li> <li>□ Personal learning log</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
		1.5	Use questioning and feedback to contribute to the assessment process	<ul style="list-style-type: none"> <li>□ Questioning, e.g. open and closed questions, checking understanding, encouraging students' questions, negotiation, formal questioning against criteria, checking underpinning knowledge in skills assessment, pause-pounce or targeted.</li> <li>□ Feedback, e.g. individual or groups, creating opportunities, clear, constructive, appropriate environment and timing, specific to assessment requirements, feedback sandwich (praise, criticism, praise), 'medal and mission', negotiating goals, action planning, encouraging student feedback, valuing feedback.</li> </ul>	<ul style="list-style-type: none"> <li>□ Mind mapping or thought cascading</li> <li>□ Role play</li> <li>□ Group activity</li> <li>□ Teaching practice observation record</li> <li>□ Individual learning log</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
2	Be able to carry out assessments in accordance with internal and external requirements	2.1	Identify the internal and external assessment requirements and related procedures of learning programmes	<ul style="list-style-type: none"> <li>□ Internal requirements, e.g. meet organisational policies and procedures, appropriate to standard or level, appropriate context, internal verification or moderation in relation to the learning programme, address student needs.</li> <li>□ External requirements, e.g. current awarding organisation requirements and standards, validated assessors, outcomes can be authenticated, external verification or examiners, checking of internal quality assurance, meeting employer's requirements.</li> </ul>	<ul style="list-style-type: none"> <li>□ Organisation assessment policies and procedures</li> <li>□ Internal quality assurance requirements (IQA)</li> <li>□ Awarding organisation documentation</li> <li>□ Sample assessment materials</li> <li>□ Tutor presentation</li> <li>□ Whole group discussion</li> </ul>
		2.2	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current	<ul style="list-style-type: none"> <li>□ Valid, e.g. linked to learning, meeting standards, addressing student needs.</li> <li>□ Reliable, e.g. relevant, rigorous, supported, moderated.</li> <li>□ Sufficient, e.g. appropriate depth and range of evidence, required level, logged and tracked.</li> <li>□ Authentic, e.g. student ownership, attribution to source, repeatable, supported by witness or observer statements.</li> <li>□ Current, e.g. meeting current standards, current evidence, within appropriate timescales, contributing to current learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Awarding-organisation performance or assessment criteria</li> <li>□ Samples from practice</li> <li>□ Assessment timetable</li> <li>□ Sample tracking and logging pro forma</li> <li>□ Observation record</li> <li>□ Small-group work, research and group presentations</li> <li>□ Individual practical activity</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
		2.3	Conduct assessments in line with internal and external requirements	<ul style="list-style-type: none"> <li>□ Internal requirements, e.g. correct interpretation of qualification, maintaining records, monitoring of progress, ensuring adherence to policies and procedures.</li> <li>□ External requirements, e.g. ensuring compliance with approval and procedures, auditable, access to fair assessment and appeals, recording evidence, sampling across students or units, quality assurance.</li> </ul>	<ul style="list-style-type: none"> <li>□ Organisation assessment policies and procedures</li> <li>□ Internal quality assurance requirements (IQA)</li> <li>□ Awarding organisation documentation</li> <li>□ Self-assessment-review</li> </ul>
		2.4	Record the outcomes of assessments to meet internal and external requirements	<ul style="list-style-type: none"> <li>□ Internal, e.g. initial assessment and learner support records, written feedback to learner, observation report, discussion record, witness statement, progress review, assessment plan, assessment decisions.</li> <li>□ External, e.g. verification and quality assurance, success, retention and achievement data, employer requirements, funding and inspection.</li> </ul>	<ul style="list-style-type: none"> <li>□ Sample assessment recording, tracking and logging documents</li> <li>□ Awarding-organisation pro forma</li> <li>□ Examples from individual practice</li> </ul>



Learning outcomes	Assessment criteria	Unit amplification	Delivery guidance
	2.5 Communicate assessment information to other professionals with an interest in learner (student) achievement	<ul style="list-style-type: none"> <li>□ Information, e.g. student achievement, support needs, programme performance, benchmarking, to inform quality assurance, local or national performance tables.</li> <li>□ Other professionals, e.g. colleagues or subject team, learning support, those responsible for registration and certification, internal quality assurance, employers, inspection agencies, awarding bodies, training providers.</li> </ul>	<ul style="list-style-type: none"> <li>□ Organisation dissemination procedures eg sharing of information with those with a legitimate interest via intranet</li> <li>□ Minutes of team meetings</li> <li>□ Professional discussion</li> <li>□ Sample pro forma</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
3	Be able to implement the minimum core when assessing students	3.1	Analyse ways in which minimum core elements can be demonstrated in assessing learners (students)	<ul style="list-style-type: none"> <li>□ Assessing, e.g. opportunities for naturally occurring evidence, using a range of sources of evidence to include literacy, language numeracy and ICT, integrated or holistic assessment approaches, linked to student needs.</li> <li>□ ICT use in generating assessment evidence, e.g. online assessment, integrated assessment approaches, learner self-assessment opportunities to check-and-correct, practice assessments.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor presentation and minimum core standards</li> <li>□ Case studies</li> <li>□ Sample assessment materials</li> <li>□ Individual or group research/presentations</li> </ul>
		3.2	Apply minimum core elements in assessing learners (students)	<ul style="list-style-type: none"> <li>□ Language, e.g. verbal assessment, individual presentations, record of group discussion or debate, verbal question and answer, discussion record, written assignment, report, project, written tests or examination.</li> <li>□ Numeracy, e.g. problem solving, use of measurement, scale, statistics, processing and analysing data, interpreting and evaluating results.</li> <li>□ ICT, e.g. word processing, spreadsheets, data interpretation, image processing, finding and selecting information, e-assessment, e-portfolio, recording and storing of assessment, presenting information.</li> </ul>	<ul style="list-style-type: none"> <li>□ Case studies or examples of naturally occurring evidence (embedding)</li> <li>□ Sample scheme of work</li> <li>□ Sample session plans</li> <li>□ Observed session feedback</li> <li>□ Sample resources</li> <li>□ Sample assessment activities</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
4	Be able to evaluate own assessment practice	4.1	Review the effectiveness of own assessment practice, taking account of the views of learners (students) and others	<ul style="list-style-type: none"> <li>□ Effectiveness, e.g. team evaluation, reviewing assessment outcomes, student achievements, quality assurance/improvement reviews.</li> <li>□ Assessment practice, e.g. timings, level of student participation or involvement, SWOT analysis based on assessment strategies, review of assessment outcomes, achievement of targets, annual review/SAR, observation of practice feedback.</li> </ul>	<ul style="list-style-type: none"> <li>□ SWOT analysis</li> <li>□ Review of feedback from: <ul style="list-style-type: none"> <li>□ own students and peers</li> <li>□ tutor and mentor observation</li> <li>□ others, including achievement data</li> </ul> </li> <li>□ Internal/external quality assurance report</li> </ul>
		4.2	Identify areas for improvement in own assessment practice	<ul style="list-style-type: none"> <li>□ Improvements, e.g. updating subject knowledge, accessing awarding organisation training or website, design and delivery of assessment schedules, resource requirements, updating assessment skills or qualifications, work shadowing or peer observation, industrial secondment.</li> <li>□ Own improvement, e.g. to plan changes to assessment programme or delivery, changes to assessment activities (e.g. their timing and scheduling), challenging students and learning styles, motivating and targeting selected students.</li> </ul>	<ul style="list-style-type: none"> <li>□ Action planning</li> <li>□ Internal verification of assessment materials</li> <li>□ Discussion with mentor or working alongside an experienced practitioner</li> <li>□ Individual research</li> <li>□ Staff development and CPD records</li> </ul>

### Delivery

Teaching practice gives learners opportunities to select assessment approaches from a range of contexts, reflecting different curriculum or student needs when assessing. There are opportunities for individuals to provide individual case studies and mini-presentations to adopt a strongly student-centred approach to the delivery of this unit. Centres should note that for this unit, learners are required to review and analyse their choices and actions regarding their assessment methods for teaching practice, but it is important to review and build on what has been covered in previous units to avoid duplication and over-teaching.

Through designing, delivering and evaluating their assessment activities, learners will be able to review the skills, knowledge and understanding that underpin assessment practices and draw on their own experiences through their teaching practice. Learners can be actively involved in testing and in interpreting the results in terms of the implications for future assessment planning. It is essential that learners appreciate the significance of their learning, both through teaching in the classroom and learning in the workplace, to bring evidence from their experience and to contribute to the delivery of the unit. It is also important, through sharing experiences, for each learner to understand different approaches to assessment so that they can appreciate ways in which they might adapt or develop their own assessment practice. It is particularly important for learners to recognise that they need to incorporate assessment opportunities and to check on understanding through all their teaching and learning planning so their students become used to the assessment process, and the positive impact of self and peer assessment, to become more confident and capable of performing better. The process of check-and-correct should become an integral part of all learning.

This unit should be delivered to focus on student-centred approaches based on individual research and making use of the appropriate criteria and standards relating to learners' specialist areas. Each individual should be encouraged to explore awarding organisation websites for guidance on assessment and sample assessment materials or practice assessments, which can be useful to their specialist area. There are also assessment materials available online that can be used or adapted to develop different and innovative approaches to assessment. Every effort should be made through the delivery of this unit to actively engage learners in as many different forms of assessment as possible so that assessment can be seen as a positive process rather than a potential threat. Throughout the units in this qualification, learners will be developing skills, knowledge and understanding, as part of this process, when analysing approaches to assessment. They should be given opportunities to draw on their experiences, those of their peers, and those of the more experienced practitioner. As learner responsibility is at the core of all the units, tutors should use every opportunity to teach by example.

By focusing on learning rather than teaching, learners have the opportunity to review different assessment approaches. The tutor's role can be viewed primarily as a facilitator who exposes learners to a variety of assessment and planning approaches in order to allow individual learners to identify and develop strategies that best meet the needs of their own curriculum, students and context. For this reason, wherever possible, delivery of the unit should be related to learners' own teaching situations, students and experiences. To provide the required underpinning knowledge, learners should be actively challenged to question the validity of their approaches and this should help stimulate appropriate research required.

Tutor delivery should help inform both individual practice and group learning by complementing the case studies or mini-presentations being considered by learners. It should also help in the delivery of underpinning principles to support, rather than lead, learner input. It is important to emphasise how this unit links with current professional standards, learners should discuss the issues raised by the unit content both formally and informally. Learners should use assessment tools to help them evaluate their performance as a teacher, identifying opportunities for improvement.

## **Learning activities**

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate just one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit include tutor-led presentations, whole-group activities and discussion, small-group activities, individual learner presentations and activities, and teaching practice. The relationship of the different units in this qualification should be highlighted to demonstrate the ways that assignments, activities and assessment evidence can work across units. This holistic or integrated approach is especially important for this unit so that learners appreciate how assessment activities need to be seen as an essential part of the learning process and plan their teaching accordingly.

### **Introduction to unit**

At the beginning of the unit, time should be given to discussing learning and assessment activities, including the links between units, the use of teaching practice as part of the learning process and the use of evidence from the workplace. This ensures that the learners understand the nature of the evidence they will be required to provide in order to achieve the unit, the opportunities for cross-referencing to other units and the role of assessment in their own learning process. Assessment timescales should also be addressed in this unit so that learners develop skills that they should be able to apply to their own teaching practice.

### **Learning outcome 1**

Each member of the group selects and prepares a presentation on one assessment method used with their students. Each individual explains the underlying principles used for planning teaching and learning, for example Kolb (activity, reflection, research, planning) and/or Bloom (knowledge, attitude, skill), and how these have informed their choice of the specific assessment method. Each learner then provides at least one example or case study to demonstrate how the selected method meets a specific, individual learning need. A whole-group review of presentations should be followed by discussion to transfer learning for use in assessment planning.

These activities should then be summarised by the tutor, with the addition of any important aspects not covered by the group and learners should draw up an assessment methods 'Strengths and Limitations Table'.

Rather than each member of the group choosing an assessment method – which could lead to duplication – a range of methods can be offered for individuals to select one that is most appropriate. This means there will be only one presentation for each method so a wider range can be covered and this should encourage initiative in researching methods in more depth – if learners know they will be informing the understanding of their peers.

## **Learning outcome 2**

It is important in delivering this learning outcome that the broadest possible range of information be covered. This information could be delivered by the tutor as a presentation to identify the internal and external assessment requirements and related procedures of learning programmes in general. This will ensure that learners appreciate the influences and constraints affecting types of assessment that the individual has no knowledge of. Learners will then have a better understanding of the assessment process and how it operates in their context.

Alternatively, each learner could prepare a brief outline of the internal and external assessment requirements for their specialist area and the associated sources of support for managing assessment. Where a number of learners work in the same area this could provide the opportunity for small group presentations. Time should be allowed for group discussion and the tutor should provide guidance on all major assessment requirements not covered by members of the group.

## **Learning outcome 3**

Analysing ways in which minimum core elements can be demonstrated in assessing learners provides a useful opportunity to revisit aspects of the minimum core dealt with in other units. This allows for individual mind-mapping activities where individuals can identify possible opportunities for generating naturally occurring evidence from aspects of the minimum core that could be used in assessment. This could be followed by whole-group discussion. The use of word storming or cascading can allow the group to come up with different ways that aspects of the minimum core can be covered through both formal and informal assessment practices and by sharing this with peers examples can then be adapted for individual practice.

## **Learning outcome 4**

In a reflective journal, learners evaluate their own practice in planning assessment in inclusive learning and teaching. In pairs they review their practice and analyse ways to improve it.

## **Learning outcomes 1, 2 and 3**

All learning outcomes in this unit are based on practical skills and the emphasis in delivery should be on learners having the opportunity to practise these skills as part of their teaching practice. Delivery should focus on preparing learners to demonstrate the skills through their individual teaching practice to:

- use types and methods of assessment to meet the needs of individual learners
- carry out assessments in accordance with internal and external requirements
- implement the minimum core when assessing learners
- evaluate own assessment practice.

In observed teaching practice, learners should have the opportunity to demonstrate the outcomes of selected methods of assessment with students. The understanding of the role of assessment in the learning process should be demonstrated through:

- a scheme of work to cover teaching practice (or equivalent to reflect specialist requirements) which meets the specific assessment needs of all students and relevant curriculum requirements
- a minimum of one session plan designed specifically to address assessment requirements, including elements of the minimum core, which may form one of the sessions observed as part of the Certificate programme requirements.

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit. Learners need to be given opportunities to demonstrate evidence at the appropriate level. Extended writing, showing a range of research areas, and Harvard referencing should be used to support evidence from practical teaching activities.

It is possible to use the personal development record approach to assessment and, with the addition of a single piece of extended writing, develop and demonstrate the level of understanding required for this unit. It is important at Level 4 to ensure that learners have enough opportunities to demonstrate their ability to expand ideas and develop their understanding through undertaking sufficient background research. This relates particularly to the underpinning knowledge required to make initial and diagnostic assessment meaningful. Their research should inform their understanding of the principles of inclusive learning, learning styles and how they influence the choice of teaching methods. It should link to the practical teaching activities.

## Assessment activities

Suggested outline assessment activities are given on the following pages. They are for guidance only. It is recommended that centres adapt the Pearson assignments to meet local needs and resources or write their own assignments. It is important to provide sufficient assessment guidance to enable learners to provide adequate evidence.

## Suggested assessment activities

Criteria covered	Assessment activity	Assessment evidence
1.1, 1.3, 1.5 2.1, 2.2, 2.3 3.1, 3.2	<p>Individual written reflective activity – Assessment Reflection 1, planning assessment: Based on your session to be observed:</p> <ul style="list-style-type: none"> <li>• What was the purpose behind the choice of the type of assessments used?</li> <li>• How might you adapt them in the future to meet different learner needs?</li> <li>• How did you embed minimum core elements into the assessment?</li> <li>• Which elements of the minimum core were applied in the assessment and how?</li> </ul> <p>Include your session plan to show how assessment was included in your session. Include the assessment materials and assessment checklist. Include the assessment methods Strengths and Limitations' Table from class activity.</p> <p><i>Suggested word count c 500-750 words, include evidence of research and Harvard referencing to meet the level requirements.</i></p>	<p>Assessment example/s from observed session</p> <p>Teaching and learning plan with evaluation</p> <p>Assessment methods, strengths and limitations table</p> <p>Reflective activity 1</p>
1.2, 1.4, 1.5 2.4, 2.5	<p>Individual written reflective activity – Assessment Reflection 2, evaluating assessment: Based on your session observation:</p> <ul style="list-style-type: none"> <li>• How did the assessments enable students to produce evidence that is valid, reliable, sufficient, authentic and current?</li> <li>• Did your use of questioning and feedback contribute to the assessment process as a whole?</li> <li>• How did the feedback given to your students contribute to the assessment process?</li> <li>• How effective were the assessment methods in meeting the needs of your learners?</li> <li>• How did you use peer- and self-assessment to promote students' involvement and personal responsibility for, and of, their learning</li> </ul>	<p>Observation report.</p> <p>Sample completed assessment activity (anonymous)</p> <p>Copy of assessment record proforma (all personal data should be removed).</p> <p>Reflective activity 2</p>



Criteria covered	Assessment activity	Assessment evidence
	<ul style="list-style-type: none"> <li>How will you record the results of the assessments? Who do you need to inform regarding the results of the assessments and how will you do this?</li> </ul> <p><i>Suggested word count c 500-750 words, include evidence of research and Harvard referencing to meet the level requirements.</i></p>	
4.1, 4.2	<p>Produce and use a student feedback form to find out student attitudes towards the assessment process. Use the results of this and your tutor's observation report to review how effective your approach to assessment was overall identify areas in which you could improve your assessment practice and suggest ways in which this could be done.</p> <p><i>Suggested word count c 500-750 words, include evidence of research and Harvard referencing to meet the level requirements.</i></p>	<p>Copy of completed feedback pro-forma.</p> <p>Observation report</p> <p>Personal learning log</p> <p>Action plan/CPD record</p>
1.3 1.4 1.5 2.1 2.2 2.3 3.2	<p>Plan for ONE of your observed sessions to include an opportunity to conduct an assessment in line with the internal and external assessment requirements and related procedures of your specific learning programme/s. Use types and methods of assessment that:</p> <ul style="list-style-type: none"> <li>meet the individual needs of students</li> <li>enable students to produce assessment evidence that is valid, reliable, sufficient, authentic and current</li> <li>use questioning and feedback to contribute to the assessment process</li> <li>provide an opportunity to apply minimum core elements in assessing students</li> </ul> <p>Produce a sample assessment activity to use peer- and self-assessment to promote students' involvement and responsibility in the assessment for, and of, their own learning.</p>	<p>Assessment example/s from observed session</p> <p>Session plan with evaluation</p> <p>Observation report</p> <p>Sample self- and peer- assessment activity</p>
2.4 2.5	<p>Record the outcomes of assessments to meet internal and external requirements using examples of appropriate pro forma.</p> <p>Record how you would then communicate the assessment information to other professionals with an interest in student achievement. (250-500 words).</p>	<p>Copy of assessment record pro-forma (personal data removed)</p> <p>Reflective activity</p>

## Alternative Suggested Assessment Activities

Criteria covered	Assessment activity	Assessment evidence
1.1, 1.2, 3.1, 4.1 4.2	<p>Following your evaluation of ONE of your observed teaching practice sessions use the feedback from your observer and your students to review the effectiveness of your own assessment practice and identify areas for improvement in your assessment practice.</p> <p>Your review should include:</p> <ul style="list-style-type: none"> <li>• an explanation of the purposes of types of assessment used</li> <li>• an analysis of the effectiveness of assessment methods in relation to meeting the individual needs of students</li> <li>• an analysis of ways in which minimum core elements can be demonstrated in assessing learners</li> </ul> <p><i>Suggested word count 750-1000 words, including Harvard referencing and bibliography.</i></p> <p>Provide your written evaluation, a SWOT analysis of your assessment practice and an Action Plan to help improve your assessment practice.</p>	<p>Session evaluation</p> <p>Observation report</p> <p>Student feedback</p> <p>Sample completed assessment activity (anonymous)</p> <p>Written analysis</p> <p>SWOT analysis and action plan</p>

## Suggested resources

### Textbooks

Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)  
ISBN 9781845904609

Eastwood L – *A Toolkit for Creative Teaching in Post-Compulsory Education, 1<sup>st</sup> Edition* (Open University Press, 2009) ISBN 9780335234165

Petty G – *Teaching Today: A Practical Guide, 4th Edition* (Nelson Thornes, 2009)  
ISBN 9781408504154

Rogers J – *Adults Learning, 4th Edition* (Open University Press, 2007)  
ISBN 780335206773

Scales P – *Teaching in the Lifelong Learning Sector, 1st Edition* (Open University Press 2008) ISBN 9780335222407

### Journal

*Times Educational Supplement – FE Focus*

### Websites

<a href="http://www.bis.gov.uk">www.bis.gov.uk</a>	Department for Business, Innovation and Skills (BIS)
<a href="http://www.businessballs.com">www.businessballs.com</a>	Educational resources
<a href="http://www.excellencegateway.org.uk">www.excellencegateway.org.uk</a>	Excellence Gateway
<a href="http://www.geoffpetty.com">www.geoffpetty.com</a>	Geoff Petty online teaching resources
<a href="http://www.iboard.co.uk">www.iboard.co.uk</a>	Interactive activities
<a href="http://www.ifl.ac.uk">www.ifl.ac.uk</a>	Institute for Learning
<a href="http://www.niace.org.uk">www.niace.org.uk</a>	National Institute of Adult Continuing Education (England and Wales) (NIACE)
<a href="http://www.puzzlemaker.discoveryeducation.com">www.puzzlemaker.discoveryeducation.com</a>	Word-search maker
<a href="http://www.readabilityformulas.com">www.readabilityformulas.com</a>	Smog readability formula
<a href="http://www.skillsfundingagency.bis.gov.uk">www.skillsfundingagency.bis.gov.uk</a>	Skills Funding Agency (SFA)
<a href="http://www.teachers-direct.co.uk">www.teachers-direct.co.uk</a>	Resources for interactive quizzes
<a href="http://www.tes.co.uk">www.tes.co.uk</a>	TES teaching resource ideas
<a href="http://www.vital.ac.uk">www.vital.ac.uk</a>	Open University and Department for Education Professional Development Programme and resources



# Unit 5: Using Resources for Education and Training

**Unit reference number:** L/505/1027

**Level:** 4

**Credit value:** 3

**Guided learning hours:** 15

---

## Unit aim

The aim of this unit is to enable the learner to use resources in the delivery of inclusive teaching and learning and to be able to evaluate that use. The unit covers expectations regarding coverage of the minimum core when preparing and using resources for inclusive teaching and learning.

The unit gives learners the opportunity to develop their understanding of the role and importance of resources in planning and delivering in learning. It is important that learners understand the principles behind developing resources promoting equality and diversity as part of inclusive learning and teaching approaches. This understanding will help learners identify where resources do not meet the needs of all students and the benefits and limitations of the resources. The unit also addresses the need to use resources to provide subject specific opportunities. This will help to generate naturally-occurring evidence to cover aspects of the minimum core in language, literacy, ICT and numeracy.

## Essential requirements

This unit requires learners to undertake practice with individuals, groups or a combination of both. Simulation is not permitted. Learners will need to be observed and assessed in a teaching and learning environment and must be able to provide evidence of a minimum of one observation of practice that has met the required standard. Observations of the required practice can be formative and summative. The learning outcomes must be assessed in a teaching and learning environment.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
1	Be able to use resources in the delivery of inclusive teaching and learning	1.1	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners	<ul style="list-style-type: none"> <li>□ Effectiveness, e.g. immediate impact, supporting and reinforcing learning, stimulating and memorable, varying approaches to suit learning styles, hands-on, adapted to individual learning needs, cost effectiveness, single or limited use, currency, overuse, appropriate to levels of language/literacy, adaptability.</li> <li>□ Contributing to learning, e.g. engaging and stimulating, student friendly, promoting student independence, adapted for blended and flexible learning approaches.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor presentation of new concepts or principles</li> <li>□ Small-group activities</li> <li>□ Discussion</li> <li>□ Individual learning log</li> <li>□ Mind mapping</li> </ul>
		1.2	Use resources to promote equality, value diversity and meet the individual needs of learners	<ul style="list-style-type: none"> <li>□ Equality, e.g. matching student needs and abilities, appropriate to skills or knowledge, accessible, range of language, appropriate use of imagery.</li> <li>□ Diversity, e.g. varied resources, visual stimulation, variety of auditory input, multi-sensory approaches for the kinaesthetic student, varied levels of language or literacy levels (e.g. where English is not the first language), formatted for students with learning difficulties or disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>□ Matching cards game</li> <li>□ Examples of resources</li> <li>□ Individual learning log</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
		1.3	Adapt resources to meet the individual needs of learners	<ul style="list-style-type: none"> <li>□ Adapting, e.g. changing background colour for presentations or handouts, changing font type or size, use of white space for handouts, adding or removing images, use of electronic format.</li> <li>□ Needs, e.g. SMOG (Simplified Measure of Gobbledygook) readability level, models to overcome language aspect of learning, appropriate equipment to allow for hands-on.</li> </ul>	<ul style="list-style-type: none"> <li>□ Individual or pair research and presentations</li> <li>□ Examples of resources</li> </ul>
2	Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning	2.1	Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning	<ul style="list-style-type: none"> <li>□ Language, e.g. awareness of factors affecting language use including multilingualism and ESOL (English for Speakers of Other Languages), different levels of language skills, subject specific language, language used in presentations.</li> <li>□ Literacy, e.g. determining ability to participate in learning, legibility of different fonts, SMOG (readability), use of images, opportunities to promote literacy.</li> <li>□ Numeracy, e.g. data collection, capacity of number skills to support problem solving, processing of information using statistics, analysis of statistical data.</li> <li>□ ICT, e.g. teaching tools, computer-aided learning, skills in understanding and using technology, learning packages, flexible or blended learning approaches.</li> </ul>	<ul style="list-style-type: none"> <li>□ Tutor presentation of new concepts or principles</li> <li>□ Individual research</li> <li>□ Examples of resources</li> <li>□ SMOG handout</li> <li>□ Individual learning log</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification	Delivery guidance
	2.2 Apply minimum core elements when using resources for inclusive teaching and learning	<ul style="list-style-type: none"> <li>□ Language, e.g. suited to audience, focus for teaching or discussion, prompt to questioning, promoting equality, range of language, encouraging students to use language skills.</li> <li>□ Literacy, e.g. promoting range of written language and reading skills, researching using range of resources for information, tasks designed to develop writing skills, note-taking, instructions and manuals to support practical skills.</li> <li>□ Numeracy, e.g. tables for collecting data, charts, tables of numerical values, graphs for interpreting results, data for problem-solving activities, spreadsheets.</li> <li>□ ICT, e.g. word processing or assignments, spreadsheets, digital imagery, presenting and interpreting information, internet or intranet research, electronic storage of materials, e-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>□ Session planning</li> <li>□ Observed sessions</li> <li>□ Evaluation of sample resources used in teaching practice</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification	Delivery guidance
3	Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	3.1	Review the effectiveness of own practice in using resources to meet the individual needs of learners (students), taking account of the views of learners (students) and others	<ul style="list-style-type: none"> <li>□ Using resources, e.g. appropriate to subject, relevant to meet variety of student needs, appropriate use in timing and pacing of learning, confidence in use, organisation and fit for purpose, effective use in management of learning, appropriate level of risk assessment.</li> <li>□ Meeting needs of students, e.g. feedback from students or others, achievement of learning objectives, addressing equality and diversity requirements, fit for purpose, engaging and motivating, adaptability to range of needs.</li> </ul>	<ul style="list-style-type: none"> <li>□ Learner feedback</li> <li>□ Self-assessment</li> <li>□ Personal learning log</li> <li>□ Evaluation of observed session</li> <li>□ Observation report</li> </ul>
		3.2	Identify areas for improvement in own use of resources to meet the individual needs of learners (students)	<ul style="list-style-type: none"> <li>□ Improving use, e.g. familiarisation to build skills and self-confidence, working alongside experienced practitioner, increasing adaptability by researching alternative approaches, developing new technologies, researching new resources, updating subject knowledge, developing technical expertise.</li> <li>□ Meeting needs of all students, e.g. researching resource requirements of specific students, updating own practice in recognising and addressing issues of equality and diversity, researching options for modification of support materials, developing new modes of delivery to use technologies to extend and enhance learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>□ Evaluation of session</li> <li>□ Observation report</li> <li>□ Personal action plan</li> <li>□ Learner feedback</li> <li>□ SWOT analysis/self assessment</li> </ul>

## Information for tutors

---

### Delivery

Delivery of this unit should focus on individual research and learner presentations, rather than on tutor input. This engages learners more directly in the learning process and reflects the required expectations of the Certificate qualification. It also involves learners in researching and preparing their own resource materials which they can then use in portfolio building. Delivery should focus on practical approaches that learners can develop through their own practice and build on.

It is essential that learners appreciate the practical links of this unit to the units dealing with planning, delivering and assessing learning, so that resources can be seen as an integral part of the learning process. Kolb's experiential learning cycle can assist with evaluating the role of resources in learning, and it would be useful to extend this to include visual, auditory and kinaesthetic approaches as a means of classifying resources. Delivery of this unit should extend learners' understanding of the importance of resources in promoting inclusive approaches as well as integrating equality and diversity. This could be achieved through individual research.

It is appropriate for learners to develop their skills through undertaking research themselves and then using mini-presentations to feed back to other members of the group. In this way, learners have to really review their resources in order to be able to share them and their understanding, with their peers. This also allows learners to build up teaching practice hours with groups of individuals, adopt teaching strategies they might not use with their own students and receive peer- and tutor-feedback. Using the internet should be encouraged for making effective use of ICT in setting up forums or discussion groups to support the sharing of skills, knowledge and experiences between members of the group, approaches that they could consider using with their own students. This unit give learners opportunity for teaching by example, using the examples of members of the group rather than the single example of the course tutor!

Reflection and evaluation are very important in this unit. There are four main opportunities for linking this to learning and teaching resources:

- self-evaluation as part of a formal session evaluation. There should be focus on the effectiveness of resource use
- reflecting on own practice in using resources. This could be part of observation feedback that follows observed teaching practice or simply reflecting on resources used in delivering teaching and learning
- evaluation of information gained through research. The information should be related to individual practice and context, with particular reference to issues of equality and diversity
- evaluation of resources and approaches of other members of the group and reviewing how they can be used to develop innovative approaches in own practice
- personal reflection on practice, including using resources and ways to improve own practice through an Individual Learning Review or other form of reflective journal.

This unit requires learners to research relevant issues around the design and use of resources. The purpose of this is so that they develop an understanding of how resources should be used to meet the needs of students. Learners should relate their research to their practical experiences in order to make informed decisions that can be used to develop their practice. The suggested delivery approaches for this unit will enable learners to experience using a variety of resources from their practice and from the practice of others in the group, it also gives them an opportunity to adapt resources for different student needs.

## Introduction to unit

Time should be given to tutor-led discussion of each of the assessment activities, along with an explanation of the links between the units, the use of teaching practice as a part of learners' own learning processes and overlapping evidence from the workplace.

### Learning outcomes 1

While a small part of this learning outcome is knowledge based most of it relates to individual teaching practice and this should be reflected in the delivery. It is essential that emphasis is placed on the importance of combining actual examples from practice with research in order to achieve the requirements of Level 4 in all written work, whether this is an extended assignment or a reflective assignment, which must include Harvard referencing and a bibliography.

The tutor could give a presentation summarising the need for specialist resources, accommodation, equipment and aspects of suitability to the learning and teaching of skills, knowledge or understanding. The tutor would highlight the need to appreciate the quality of different resources in relation to different students and contexts. This should be followed by:

- a tutor-led activity on the use of resources in the delivery of inclusive learning and teaching
- a review of individual teaching practice using individual task sheets for each of the selected resources (for example handouts, textbooks, slide shows, equipment, intranet) as appropriate.

Learners use a rating scale to establish the value of resources in terms of key aspects: adequate, fit for purpose, available when required, accessible to all, engaging and stimulating for all students, appropriate to all students' skills, matching students' knowledge levels, related to the rate at which students learn.

The tutor-led activity could be followed by a matching activity involving the whole group. For example, cards are provided with an example or description of a resource which then has to be placed under one of three headings: visual, auditory or kinaesthetic learning styles. This is then followed by whole-group discussion of choices and fitness for purpose.

A small-group activity could be used to address issues of diversity. A single resource, for example a generic handout, is given to each of three groups. One group makes the handout suitable for academic students, one group adapts it for students with learning difficulties and one group for students whose first language is not English. The activity should be followed by group feedback and discussion, focusing on aspects such as suitable design, style and language in engaging students.

A presentation from a tutor or visiting speaker could explore the promotion of student independence and the use of technologies that may not be generally available to all students. Another presentation could explain ways to adapt material resources to meet different student needs, for example changing background colour for presentations or handouts, changing font type or size, adding or removing images, varying style of presentation slides, offering alternative resources and use of learning support.

### **Learning outcome 2**

Outcomes relating to the minimum core, in the context of resources, can be met through small-group work, where several groups each have an aspect of the minimum core to tackle through developing an appropriate resource, these could then be presented to the group and could lead to more general discussion. Alternatively the SMOG readability test provides an excellent tool to challenge understanding of written resources such as handouts, books and even PowerPoint slides.

### **Learning outcome 3**

Evaluation requires the individual to be given an opportunity to reflect and review their own learning. It should, therefore, focus on an individual learning log – informed by feedback from observer, peers and learners.

Using classroom delivery, an approach would be to use individual research undertaken by learners who select and analyse examples from their own teaching, demonstrating their understanding of the benefits and limitations of resources in the delivery of inclusive learning and teaching.

Learners prepare and deliver a mini-presentation on their selected example of a good resource (for individual students and subject) and explain the use and benefits. They then contrast this with their selected example of a poor resource. It is important that the mini-presentation is supported by findings from the learner's own research in the area of delivering inclusive learning and teaching. This could be followed by an explanation of how to adapt specific resources to meet the needs of different students and models. The presentation could include, for example, adapting a paper-based resource with the aid of ICT. This would help learners to review their practice in using resources to meet the needs of students, as well as to explore alternative approaches to the use of resources.

Following the presentations, a whole-group discussion and tutor summary could highlight aspects that may have been overlooked, for example resource impact, stimulation, cost effectiveness, currency, overuse. Referring to examples from their practice and mini-presentation, individual learners could then analyse ways to improve their practice in using resources to meet the needs of all students, including the use of a resource to focus on learning rather than teaching as a means of improving individual practice.

### **Assessment**

These activities will contribute to portfolio building for this unit. To support evidence of examples of resources, learners could also include:

- learner self-assessment, for example a personal development record, reflective journal or the reflective elements of mini-presentations and group activities
- peer assessment, for example peer feedback following mini-presentations
- self-evaluation (as a part of teaching practice evaluation)

- tutor/observer record of feedback, focusing on the use of resources as a part of the delivery of learning and teaching
- witness statements where the use of resources has been observed, though not as part of the teaching observation requirements
- record of professional discussion linked specifically to the resourcing of learning.

In addition to written assignments, it is essential that individual learners keep samples of resources used in planning and delivery in their teaching practice portfolio.

Learning activities are provided as guidance for use with the suggested assessment activities. They demonstrate just one way of planning the delivery and assessment of this unit. The range of learning activities suggested for this unit includes tutor presentations and small-group, whole-group and individual activities. Centres may wish to approach assessment by integrating the theory with the practical assessment for each individual unit or as a single, holistic, integrated activity covering the core units. The learning activities suggested on the following pages, follow the single-unit approach but are designed to combine with other units, to form a continuous programme. While the delivery of this unit may take place over a defined timescale, the generation of evidence is ongoing throughout delivery of the units in the Certificate qualification through teaching practice and the generation of a teaching practice portfolio. Tutors could undertake a review halfway through the course or between the core and optional units.

The centre can devise and will mark the assessment for this unit. Suggested activities cover the assessment criteria and are for guidance but can be adapted to meet local needs.

### **Assessment activities**

Suggested outline assessment activities are given on the following pages. They are for guidance only. It is recommended that centres adapt the Pearson assignments to meet local needs and resources or write their own assignments. It is important to provide sufficient assessment guidance to enable learners to provide adequate evidence.

It is important for the learner to draw evidence from a variety of sources and provide clear links between practice and theory through including reference to underpinning knowledge.

The activities should include reference to the resources adapted for a specific student and the resources adapted using ICT. Learners should review the steps they now need to take to improve their own practice in using resources for inclusive learning and teaching.

Criteria covered	Assessment activity	Assessment evidence
1.2, 2.1, 2.2, 3.1	<p>ONE of your sessions selected to be observed by your tutor or subject specialist should give you the opportunity to demonstrate how you:</p> <ol style="list-style-type: none"> <li>1 selected appropriate resources to engage your learning group in the learning process</li> <li>2 adapted selected resources to meet the needs of at least one individual learner – to reflect the need for equality and diversity</li> <li>3 selected a specific delivery model to enable you to make the best possible use of the resources.</li> </ol> <p>The session should also include at least two examples of addressing an aspect of the minimum core when using resources.</p> <p>Following the observed session use an evaluation pro forma for your own students to provide feedback on the effectiveness of the resources used.</p> <p>This feedback should be used in writing your session evaluation, following feedback from your observer.</p>	<p>Session plans</p> <p>Resources used with the group</p> <p>Resource/s adapted for individual learner/s</p> <p>Teaching practice observation record</p> <p>Evaluation pro-forma</p> <p>Personal session evaluation</p>
1.1, 1.3, 3.1, 3.2	<p>The group and individual activities linked to learning outcome 1 have given you a range of resources that could be used in different approaches to teaching and learning. Use this evidence, along with the feedback from learners and tutor used in your observed session evaluation, to analyse the effectiveness of resources used in your own area and how you can adapt them to meet specific individual learning needs.</p> <p>To meet the Level 4 requirements be sure to support your analysis with examples taken from your own practice, along with appropriate research. Include Harvard Referencing and a bibliography with your written work.</p>	<p>Rating resources task</p> <p>Learning preference cards game</p> <p>Resources adapted for specific needs</p> <p>Reflective account</p>

## Alternative suggested assessment activities – minimum core

Criteria covered	Alternative assessment activity minimum core (holistic)	Assessment evidence
Planning 3.1, 3.2 Delivering 4.1, 4.2 Assessing 3.1, 3.2 Resources 2.1, 2.2	<p>Analyse ways in which minimum core elements can be demonstrated at all stages of inclusive teaching and learning in your particular practice when planning, delivering, assessing and using resources with your learners.</p> <p><i>Word count 750–1000 words. Make clear use of examples from your own practice and support this with evidence from appropriate sources, using Harvard Referencing, and include a bibliography to identify your sources.</i></p> <p>Provide the evidence from your practice to show how you can apply minimum core elements for inclusive teaching and learning to:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• delivering</li> <li>• assessing</li> <li>• using resources.</li> </ul>	Reference materials Written assignment Session plan Sample minimum core resources Sample assessments Observation report
Planning 4.1, 4.2 Delivering 5.1, 5.2 Assessing 4.1, 4.2 Resources 3.1, 3.2	<p>Use feedback you have received during your teaching practice from:</p> <ul style="list-style-type: none"> <li>• your course observation tutor/assessor</li> <li>• your subject specialist observer/assessor</li> <li>• your own students</li> <li>• your peers</li> <li>• witness statements provided to inform your practice</li> </ul> <p>In order to review the effectiveness of your planning, delivery, assessing and resourcing practices in meeting the individual needs of your students and specialist area, taking account of the views of students and others.</p>	Observation feedback Learners feedback Peer feedback Witness statements Personal action plan Personal development record

Criteria covered	Alternative assessment activity minimum core (holistic)	Assessment evidence
	<p>Identify areas for improvement in planning delivery, assessing and use of resources to meet the individual needs of students and produce an action plan to demonstrate how this is to be achieved.</p> <p>Record all CPD as a part of your personal development record and up-date this regularly, setting new targets as appropriate.</p>	



## Suggested resources

### Books

Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)  
ISBN 9781845904609

Eastwood L – *A Toolkit for Creative Teaching in Post-Compulsory Education – 1st Edition* (Open University Press, 2009) ISBN 9780335234165

Petty G – *Teaching Today: A Practical Guide – 4th Edition* (Nelson Thornes, 2009)  
ISBN 9781408504154

Rogers J – *Adults Learning, 4th Edition* (Open University Press, 2007)  
ISBN 780335206773

Scales P – *Teaching in the Lifelong Learning Sector – 1st Edition* (Open University Press, 2008) ISBN 9780335222407

### Journals and/or magazines

*Times Educational Supplement* – FE Focus

### Websites

<a href="http://www.bis.gov.uk">www.bis.gov.uk</a>	Department for Business, Innovation and Skills (BIS)
<a href="http://www.businessballs.com">www.businessballs.com</a>	Educational resources
<a href="http://www.excellencegateway.org.uk">www.excellencegateway.org.uk</a>	Excellence Gateway
<a href="http://www.geoffpetty.com">www.geoffpetty.com</a>	Geoff Petty online teaching resources
<a href="http://www.iboard.co.uk">www.iboard.co.uk</a>	Interactive activities
<a href="http://www.ifl.ac.uk">www.ifl.ac.uk</a>	Institute for Learning
<a href="http://www.niace.org.uk">www.niace.org.uk</a>	National Institute of Adult Continuing Education (England and Wales) (NIACE)
<a href="http://www.puzzlemaker.discoveryeducation.com">www.puzzlemaker.discoveryeducation.com</a>	Word-search maker
<a href="http://www.readabilityformulas.com">www.readabilityformulas.com</a>	Smog readability formula
<a href="http://www.skillsfundingagency.bis.gov.uk">www.skillsfundingagency.bis.gov.uk</a>	Skills Funding Agency (SFA)
<a href="http://www.teachers-direct.co.uk">www.teachers-direct.co.uk</a>	Resources for interactive quizzes
<a href="http://www.tes.co.uk">www.tes.co.uk</a>	TES teaching resource ideas
<a href="http://www.vital.ac.uk">www.vital.ac.uk</a>	Open University and Department for Education Professional Development Programme and resources

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website: [qualifications.pearson.com](http://qualifications.pearson.com)

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

### BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website: [qualifications.pearson.com](http://qualifications.pearson.com)

### Your Pearson BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)



## Annexe A – Observation Recording Requirements

---

Teaching practice observations within the Pearson BTEC Level 4 Certificate in Education and Training should be appropriately spaced throughout the whole programme and take into account the learner's progress. LSIS guidelines recommend that trainee teachers should be able to achieve teaching of a 'good' level (i.e. Ofsted grade 2) by the end of the programme. For further details see the LSIS Excellence website: [www.excellencegateway.org.uk/node/64](http://www.excellencegateway.org.uk/node/64).

### **Pearson BTEC Level 4 Certificate in Education and Training**

The requirements for observations of teaching practice for this qualification are a minimum of three observations, totalling a minimum of three hours. Any single observation must be a minimum of half an hour. The requirement is that at least one hour of observed and assessed practice, linked to the mandatory units, should demonstrate at least grade 2 characteristics.

As grading of observations can be viewed as intimidating by learners, grading should only be used latterly in the programme. This allows learners time to practice and develop skills. If learners fail to demonstrate at least grade 2 characteristics, a further observation will be required, once appropriate feedback and support has been given.

Please find summaries of the Ofsted grading criteria on the following pages. Forms to use for observations are in *Annexe B*.

## Summary of Ofsted grading criteria – Grade 1

Staffing	Planning and delivery	Learning	Assessment	Functional Skills	Equality and Diversity	Advice and Guidance
<p>All staff are highly adept at working with and developing skills and knowledge in learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.</p>	<p>Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.</p>	<p>Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning sessions that may take place in a variety of locations, such as the classroom, workplace or wider community. Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work. High quality learning materials and resources including information and communication technology (ICT) are available and are used by staff and learners during and between learning and assessment sessions.</p>	<p>Appropriate and regular coursework contributes very well to learners' progress. Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest</p>	<p>The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities</p>	<p>Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.</p>	<p>Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning and progression</p>

## Summary of Ofsted grading criteria – Grade 2

Staffing	Planning and delivery	Learning	Assessment	Functional Skills	Equality and Diversity	Advice and Guidance
<p>Teaching, learning and assessment are predominantly good, with examples of outstanding teaching. All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress. Staff have high expectations of all learners.</p>	<p>Staff in most curriculum and learning programme areas use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.</p> <p>Good use of resources, including ICT, and regular coursework contribute well to learners' progress.</p>	<p>Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities. Staff listen perceptively to, carefully observe, and skillfully question learners during learning sessions. Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.</p>	<p>Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.</p>	<p>The teaching of English, mathematics and functional skills is generally good.</p>	<p>Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.</p>	<p>Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.</p>

### Summary of Ofsted grading criteria – Grade 3

Staffing	Planning and delivery	Learning	Assessment	Functional Skills	Equality and Diversity	Advice and Guidance
<p>Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most learners to work hard and achieve satisfactorily, and encourage them to make progress.</p>	<p>There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners.</p>	<p>Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.</p> <p>Teaching strategies ensure that learners' individual needs are usually met. Staff deploy available additional support carefully, use available resources well and set appropriate coursework for learners.</p> <p>Most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.</p>	<p>Staff monitor learners' work during learning sessions, set appropriate tasks and are capable of adjusting their plans to support learning. These adaptations are usually successful but occasionally are not timely or relevant, and this slows learning for some learners.</p> <p>Learners are informed about the progress they are making and how to improve further through marking and dialogue with staff that is usually timely and encouraging. This approach ensures that most learners want to work hard and improve.</p>	<p>The teaching of English, mathematics and functional skills is satisfactory overall.</p>	<p>The promotion of equality and support for diversity in teaching and learning are satisfactory.</p>	<p>Advice, guidance and support help to motivate learners to succeed in their learning and progress.</p>



## Summary of Ofsted grading criteria – Grade 4

Staffing	Planning and delivery	Learning	Assessment	Functional Skills	Equality and Diversity	Advice and Guidance
Staff do not have sufficiently high expectations and, over time, teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.	There is likely to be some good teaching, learning and assessment but there are inadequacies in particular courses, across levels or age groups, or for particular groups of learners. This reflects poor management of the teaching and learning process and in particular reflects poor planning and resourcing of teaching, learning and assessment.	<p>As a result of weak teaching, learning and assessment over time, learners or groups of learners are making inadequate progress and have been unsuccessful in attaining their learning goals. Staff lack expertise, experience and/or commitment and the ability to promote learning.</p> <p>Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress.</p>	Few tasks are set and little feedback provided to support the learning process. Assessment is inadequate and provides little opportunity for learners to appreciate progress or learn through being able to correct mistakes.	Teaching of English, mathematics and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, mathematics and language needs.	Staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions.	Little or no evidence of advice, guidance or support to encourage learner progress.

<b>Criteria</b>	<b>In judging the quality of teaching, learning and assessment, inspectors evaluate the extent to which:</b>
<b>1</b>	Learners benefit from high expectations, engagement, care, support and motivation from staff.
<b>2</b>	Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs.
<b>3</b>	Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners.
<b>4</b>	Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning.
<b>5</b>	Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims.
<b>6</b>	Equality and diversity are promoted through teaching and learning.
<b>7</b>	Appropriate and timely information, advice and guidance support learning effectively.

## Annexe B – Graded observation pro-forma

Teaching Practice Observation Pro forma Graded Feedback						
<b>Learner Name</b>		<b>Observer Name</b>				
<b>Learning Group</b>		<b>Number of learners</b>		<b>Date</b>		
<b>Location</b>		<b>Session..... of .....</b>	<b>Start time</b>		<b>Finish time</b>	
<b>Specific issues to be addressed in differentiation</b>						
SESSION PREPARATION AND PLANNING APPROPRIATE SESSION PLAN EVIDENCE						
Aims/ learning outcomes to suit specialist content/scheme of work	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
appropriate teaching/ learning methods for skills/ knowledge	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
Variety of teaching approaches and learning styles/ needs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
Identifying inclusive learning activities for differentiation	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
Planning for resources and materials including ICT	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
Opportunities for assessment/ feedback to support learning	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
Appropriate timings/organisation of content, including summary	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
Opportunities for Core Curriculum/ Functional or key skills	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		

## TEACHING AND LEARNING STRATEGIES – APPROPRIATE TO SPECIALIST AREA AND LEARNERS’ NEEDS

Room and resources made ready for the start of the session	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Aims/objectives shared with learners through intro/continuity	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Appropriate attitude towards learners and awareness of needs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Variety and pacing to suit skills and knowledge of specialist area	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Communications to suit learners – voice, gesture and use of language	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Learners actively involved, engaged and motivated throughout	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Variety of activities to allow for differentiation ie group/individual	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Specialist subject knowledge and skills current and sound	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Appropriate use of writing board, flip chart, active-board	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Teaching resources used appropriately to stimulate and engage	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Learning resources used to actively engage and empower learners	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Strategies appropriate to manage the learning environment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Visual resources clear, appropriate level, language, quality	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Learners themselves used as resource, e.g. group work	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Appropriate use of new technologies in teaching and learning to motivate	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Awareness of health and safety issues/ risk assessment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ASSESSMENT OF LEARNING, LEARNING CHECKS</b>				
Learners provided with appropriate guidance on assessment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Tutor assessment of learning appropriate to subject/learners	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Variety of questioning appropriate to all learners and context	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Learners are involved in appropriate level of self/peer assessment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Learning checks to allow for inclusion and differentiation	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Assessment appropriate to assessment/ performance criteria	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Learners provided with appropriate feedback identifying goals	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Assessment fair, un-biased and subject specific	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**LEARNER RESPONSE, ENGAGEMENT AND MOTIVATION**

Positive rapport to encourage respect and trust in learning	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Appropriate level of challenge to suit students, specialism	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Appropriate level of participation, attention and interest	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Appropriate attitude towards learners to empower	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Learners respond in way that indicates needs are being met	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Opportunities for differentiated learning	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Awareness of needs for inclusion and addressing disabilities	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Positive class atmosphere/attitude to subject/learning	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**OVERALL OBSERVER FEEDBACK**

--

**PERSONAL EVALUATION**

--

**POSSIBLE AREAS FOR DEVELOPMENT/ STRATEGIES TO THINK ABOUT**

<b>Qualified Observer Name/Responsibilities</b>	<b>Learner/Name/ Role</b>
<b>Observer Signature</b>	<b>Learner Signature</b>

## Annexe C – Session plan pro forma

SESSION PLAN PRO FORMA					
<b>Learning Group</b>			<b>Session number</b>		<b>Date</b>
<b>Location</b>		<b>Trainer/tutor/teacher</b>			
<b>Resources necessary for session</b>		<b>Needs for differentiation</b>			
<b>Key skills/ functional skills opportunities</b>					
<b>Timing</b>	<b>Topic/content Knowledge/skills</b>	<b>Teacher Activities</b>	<b>Learning activities</b>	<b>Learning checks</b>	

Timing	Topic/content Knowledge/skills	Teacher Activities	Learning activities	Learning checks



## Self- evaluation

**Issues arising:**

**Strengths:**

**Possible changes/alternative approaches/ICT opportunities:**

## Annexe D – Portfolio building record sheets

### Unit 1: Understanding Roles, Responsibilities and Relationships in Education and Training

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the teaching role and responsibilities in education and training	1.1	Explain the teaching role and responsibilities in education and training		
		1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities		
		1.3	Explain ways to promote equality and value diversity		
		1.4	Explain why it is important to identify and meet individual learner needs		
2	Understand ways to maintain a safe and supportive learning environment	2.1	Explain ways to maintain a safe and supportive learning environment		
		2.2	Explain why it is important to promote appropriate behaviour and respect for others		
3	Understand the relationships between teachers and other professionals in education and training	3.1	Explain how the teaching role involves working with other professionals		
		3.2	Explain the boundaries between the teaching role and other professional roles		
		3.3	Describe points of referral to meet the individual needs of learners		

Learner name:		Date:	
Learner signature:		Date:	
Assessor signature:		Date:	
Internal verifier signature (if verified):		Date:	

## Unit 2: Planning to Meet the Needs of Learners in Education and Training

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to use initial and diagnostic assessment to agree individual learning goals with learners	1.1	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals		
		1.2	Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners		
		1.3	Record learners' individual learning goals		
2	Be able to plan inclusive teaching and learning in accordance with internal and external requirements	2.1	Devise a scheme of work in accordance with internal and external requirements		
		2.2	Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements		
		2.3	Explain how own planning meets the individual needs of learners		
		2.4	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners		
		2.5	Identify opportunities for learners to provide feedback to inform inclusive practice		
3	Be able to implement the minimum core in planning inclusive teaching and learning	3.1	Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning		
		3.2	Apply minimum core elements in planning inclusive teaching and learning		

Learning outcomes		Assessment criteria		Portfolio reference	Date
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		
		4.2	Identify areas for improvement in own planning to meet the individual needs of learners		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified):				Date:	

## Unit 3: Delivering Education and Training

Learning outcomes		Assessment criteria		Portfolio reference	Date
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		
		1.2	Create an inclusive teaching and learning environment		
		1.3	Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements		
2	Be able to communicate with students 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		
		2.2	Use communication methods and media to meet individual learner needs		
		2.3	Communicate with other learning professionals to meet individual learner needs and encourage progression		

Learning outcomes		Assessment criteria		Portfolio reference	Date
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		
		3.2	Use technologies to enhance teaching and meet individual learner needs		
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		
		4.2	Apply minimum core elements in delivering inclusive teaching and learning		
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		
		5.2	Identify areas for improvement in own practice in meeting the individual needs of learners		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified):				Date:	

## Unit 4: Assessing Learners in Education and Training

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to use types and methods of assessment to meet the needs of individual learners	1.1	Explain the purposes of types of assessment used in education and training		
		1.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners		
		1.3	Use types and methods of assessment to meet the individual needs of learners		
		1.4	Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning		
		1.5	Use questioning and feedback to contribute to the assessment process		
2	Be able to carry out assessments in accordance with internal and external requirements	2.1	Identify the internal and external assessment requirements and related procedures of learning programmes		
		2.2	Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current		
		2.3	Conduct assessments in line with internal and external requirements		
		2.4	Record the outcomes of assessments to meet internal and external requirements		
		2.5	Communicate assessment information to other professionals with an interest in learner achievement		



Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able to implement the minimum core when assessing learners	3.1	Analyse ways in which minimum core elements can be demonstrated in assessing learners		
		3.2	Apply minimum core elements in assessing learners		
4	Be able to evaluate own assessment practice	4.1	Review the effectiveness of own assessment practice, taking account of the views of learners and others		
		4.2	Identify areas for improvement in own assessment practice		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified):				Date:	

## Unit 5: Using Resources for Education and Training

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to use resources in the delivery of inclusive teaching and learning	1.1	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners.		
		1.2	Use resources to promote equality, value diversity and meet the individual needs of learners.		
		1.3	Adapt resources to meet the individual needs of learners.		
2	Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning	2.1	Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning.		
		2.2	Apply minimum core elements when using resources for inclusive teaching and learning.		
3	Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	3.1	Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others.		
		3.2	Identify areas for improvement in own use of resources to meet the individual needs of learners.		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified):				Date:	

**August 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

**BTEC is a registered trademark of Pearson Education Limited**

**Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.  
VAT Reg No GB 278 537121**