STUDENT NAME AND ID NUMBER	
Qualification	Pearson BTEC Level 5 Diploma in Education and Training
Academic Year	2022/2023 (June 23 Cohort)
Unit Number and Name	Unit 2 : Teaching, Learning and Assessment in Education and Training H/505/0912
Cohort Leader	Susan Shercliff
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Assignment Title	Developing your knowledge, understanding and practical skills related to inclusive teaching, learning and assessment in education and training.
Type of Assignment	Summative
Weighting	100%
Issue Date	Week Commencing 26th June 2023
Summative Submission Date	**Submission 20th August 2023** **(By 23:59 using Summative submission link on Moodle)**
Assessors	Sanna Sajad Christian Atabong Nchindia Aletia Badenhorst Anthony Attwood Felicia Iroha Kweku Amankwa Quratul Ain
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Student Declaration

This is to confirm that this submission is my own work, produced without any external help except for acceptable support from my lecturer. It has not been copied from any other person's work (published or unpublished) and has not previously been submitted for assessment either at GBS or elsewhere.

I confirm that I have read and understood the 'GBS Academic Good Practice and Academic Misconduct: Policy and Procedure' :

https://globalbanking.ac.uk/about-us/our-policies/

I confirm I have read and understood the above Student Declaration.

Student Name (print)	
Signature	
Date	

ASSIGNMENT BRIEF AND GUIDANCE
The assignment has three tasks: Task One: Induction resource (500-750) words Task Two: Individual report (800-1,000 words) Task Three: Micro teach (rationale, lesson plan, delivery and reflection)

Task four: Teaching Portfolio **to be submitted for summative assessment at the end of the course**

Task One – Induction resource (500-750 words)

You have been working as a lecturer in your organisation and have been asked by your line manager to produce a leaflet/handout to support new lecturers that are going to join your team.
In this document you will need to:

- Analyse the role and responsibilities (AC 1.1)
- Analyse the boundaries between the teaching role and other professional roles including a description of the points of referral available to meet the needs of learners (AC1.3 and 1.4)
- Summarise key aspects of legislation, regulatory requirement and codes of practice relevant to the role (AC 1.2)

Learning Outcome
LO1 Understand roles, responsibilities and relationships in education and training

Task Two - Individual report (800 -1000 words)

Consider your learning in this unit or drawing on your own teaching experience, produce a short report on inclusive teaching, learning and assessment in your subject area.

In this report you will need to:

- Explain why it is important to identify and meet the needs of learners (AC 2.1)
- Analyse the role and use of initial and diagnostic assessment (AC 2.2)
- Explain how teaching and learning plans can be adapted to meet individual learner needs (AC 3.4)
- Explain why it is important to promote appropriate behaviour and respect for others (AC 4.1)
- Explain how you can promote equality and value diversity in your setting (AC 4.2)

Learning Outcome
LO2 Use initial and diagnostic assessment to agree individual learning goals with learners
LO3 Plan inclusive teaching and learning
LO4Create and maintain a safe, inclusive teaching and learning environment

Task Three – Microteach

This task is in three sections. You will need to use the following forms which can be found as appendices to this assignment brief:

- Rationale for microteach session
- Lesson Plan
- Trainee Evaluation and Reflection

Section 1 – **Context and planning**

Plan and prepare a 20-25 minute session on a topic **from your own subject area**. As part of the planning process you will need to:

- Explain the context of your session and provide a rationale for your approach to planning it. Use the rationale template provided (approximately 750 words)
- Complete a written session plan using the lesson plan template provided
- Prepare and include teaching, learning and assessment resources to support your session.

Section 2 – **Micro-session teaching**

Deliver the 20-25 minute session to your peers in your DET class. Your tutor will confirm the time and date with you (week 7 and 8)

Section 3 – **Reflection on teaching**

Reflect on the session you have taught considering what you have learnt from the process. You should refer to the feedback you have received from your peers and tutor and consider the following points:

- The effectiveness of the teaching and learning strategies and resources that you used (AC 5.1, 5.3)
- The effectiveness of the communication in the lesson (AC 5.2)
- The extent to which you met the needs of learners (AC 3.3)
- The ways in which you checked learning and the effectiveness of the feed-back you gave to learners (AC 6.2)
- Reflect on your personal learning relating to your micro teach with reference to feedback you have received (AC 8.1)
- Identify your key strengths and areas for improvement at this point in your training. (AC 8.2)

Use the trainee evaluation and reflection proforma to complete this (approximately 700 words).

Learning Outcome
LO3 Plan inclusive teaching and learning
LO5 deliver inclusive teaching and learning
LO6 Assess learning in education and training

LO7 implement expectations of minimum core in planning, delivering and assessing inclusive teaching and learning
LO8 Evaluate own practice in planning, delivering and assessing inclusive teaching and learning

Teaching portfolio

In addition to the tasks above you need to produce an electronic teaching portfolio to meet the criteria for unit 2. **This will be submitted at the end of the course** but will be monitored and reviewed with you regularly. Your tutor will share a Sharepoint link with you to access your personal portfolio.

In your teaching portfolio you must include a range of documentation to evidence the assessment criteria for unit 2. This may include but is not limited to

- A written introduction to context/s of your placement
- Your CV
- Wider professional experience log
- Log of teaching hours
- Scheme of work and awarding body documentation 3.1
- Initial and diagnostic assessment and learner/class profiles   2.3, 2.4
- Lessons plans   3.2, 3.3, 4.3, 5.4, 5.5, 5.6, 6.3, 6.4, 7.2
- Resources 5.6
- Assessment documentation; tracking and marking of work 6.5, 6.6
- Lesson evaluations /Reflections 8.1, 8.2
- Observation report forms (2)
- Learner feedback 3.5
- Communication log (mentor, learners, tutor) 5.7
- Synoptic critical reflection (after 20 hours unit 2) 8.1, 8.2
- Minimum core log 7.1, 7.2

Templates of documents are included in your online portfolio

Assignment submission format

All three tasks should be submitted as one document onto Moodle. The Portfolio will be submitted for summative assessment at the end of the course.

Assessment Submission Format (Task 1)

The submission is in the form of:
 	
    1.   A leaflet
 	
    2.   The recommended word limit for the leaflet is 500 – 750 words
 	
   Written Report Guidelines:
    • The content needs to be presented in a visually pleasing way
    • Use headings, paragraphs, and subsections as appropriate.
    • Support the work with research
    • Use the Harvard Referencing Style for intext citation and the reference list.
    • Provide a reference list using the Harvard referencing system.
    • Respect the word limit (+/-10%)

Assessment Submission Format (Task 2)

The submission is in the form of:
 	
    1. A report
 	
    2. The recommended word limit for the report is 800-1000
 	
   Written Report Guidelines:
    • The main body of the report should be concise, formal academic style.
    • Use at least 1.5 spacing and Times New Roman/ Arial font size 12.
    • Use headings, paragraphs, and subsections as appropriate.
    • Support the work with research
    • Use the Harvard Referencing Style for intext citation and the reference list.
    • Provide a reference list using the Harvard referencing system.
    • Respect the word limit (+/-10%)

Assessment Submission Format (Task 3)

The submission is in the form of:

1. A written rationale, lesson plan and self-evaluation/reflection using the templates provided. Your feedback from your tutor and peers on your delivery should be placed in your portfolio. Your feedback from your tutor and peers **do not need** to be uploaded as part of the final submission.

2. The recommended word limit for the rational and the reflection is 700 words for each task.

   Written Guidelines:
   - The content of your rationale should be concise, formal academic style. Use the prompts on the templates to support you.
   - Use at least 1.5 spacing and Times New Roman/ Arial font size 12.
   - Support the work with research
   - Use the Harvard Referencing Style for intext citation and the reference list.
   - Provide a reference list using the Harvard referencing system.
   - Respect the word limit (+/-10%)

Academic Integrity (Note to avoid Plagiarism)

Academic integrity is a fundamental expectation for all college/university students and while it is acknowledged that mitigating circumstances might be raised as factors in student behaviour, cheating cannot be disregarded. GBS definition of plagiarism, as contained in GBS Academic Good Practice and Academic Misconduct Policy and Procedure, has been expanded to make explicit that copying from texts or web sources and copying work from other students constitutes plagiarism.

"Plagiarism is the act of taking or copying someone else's work, including another student's, and presenting it as if it were your own. Plagiarism is said to occur when ideas, texts, theories, data, created artistic artefacts or other material are presented without acknowledgement so that the person considering this work is given the impression that what they have before them is the student's own original work when it is not. Plagiarism also occurs where a student's own work is re-presented without being properly referenced. Plagiarism is a form of cheating and is a disciplinary offence."

Plagiarism is easy to avoid by making sure you reference all of the sources of material that you use in the completion of your work. Pearson has developed Guidelines on **Harvard Referencing** which are available in Academic Support Area for Students on Moodle (VLE) as well as on respective unit pages.

If you are concerned about referencing techniques, please draw the matter to your Unit Lecturer or Academic Support Team on academicsupport@globalbanking.ac.uk so that you may receive extra advice.

Group coursework may be designed so that the contribution of each student is identifiable, but inclusion of plagiarised material is still the responsibility of the whole group. All members of the group should exercise vigilance to ensure that work is properly referenced; in groupwork, students have a shared responsibility for the assignment.

Recommended Resources

Key Texts:

Armitage, A, Cogger, A, Evershed, J, Hayes, D, Lawes, S, & Renwick, M (2016) *Teaching in post-14 education and training*. 5th Edition OUP

Aubrey, K. & Riley, A. (2016) Understanding and using educational theories.

Avis, J, Fisher, R, & Thomspson, R (2010) *Teaching in lifelong learning: A guide to Theory and Practice*. OUP

Gould, J (2010) *Learning theory and classroom practice in the lifelong learning sector.* Learning Matters

Gould, J, & Roffey-Barentsen, J. (2014) *Achieving your diploma in education and training*. Sage

Gravells, A. (2017) *Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills)* Sage

Hattie, J., & Yates, G. C. . (2014). *Visible learning and the science of how we learn*. London: Routledge

Machin, L, Hindmarch, D, Murray, S & Richardson, T, (2014) *A complete guide to the level 5 diploma in education and training* Learning Matters

Petty, G. (2014) *Teaching today: a practical guide* (5th Edition) Nelson Thornes

Rogers, B. (2015) *Classroom Behaviour: A practical guide* (5th Edition) Sage

Scales, P (2011) *Teaching in the Lifelong Learning Sector* OUP

Websites

https://geoffpetty.com

www.https://et-foundation.co.uk

www.ofsted.gov.uk

https://www.gov.uk/

https://www.hse.gov.uk

https://www.anngravells.com

Bill Rogers on Behaviour Management https://youtu.be/KTxGXiuLgb4

www.https://feweek.co.uk

Appendices for unit two assessment

1. Rationale for microteach session form
2. Lesson plan template
3. Microteach tutor feedback form
4. Self-evaluation and reflection form
5. Assessment criteria

Appendix 1

Rationale for microteach session

This rationale gives you the opportunity to explain and justify the decisions you have made when planning for your microteach. It must draw on relevant evidence and theory and be referenced using the Harvard referencing system. (750 words)

Discuss the context for your planned session and the ways in which this has influenced your planning. This should include reference to the individual learners and policies / legislation that you have considered (e.g. Health and Safety, Equality Act 2010) (AC 1.2, 4.3)
Discuss what you intend your learners to achieve as a result of the session, and why. How do you anticipate that the session will motivate the learners? (AC 3.3)
Provide an analysis of the teaching and learning strategies you have selected and the resources you will use. How will these support differentiated learning during the session? (AC 5.4)
Discuss how you will assess the progress of learners in the session, and how feedback will be given to learners. You should show your understanding of different types and methods of assessment, as well as the principles of giving feedback. (AC 6.1, 6.3, 6.4)

Discuss how you will support the development of English, maths and digital skills in the session (AC 7.2)

Appendix 2

Microteach Lesson Plan (3.3)

Trainee name:	Date	Time	Number of learners

Lesson aim	Embedding wider skills:
•	How will you embed British values, Equality and Diversity
Lesson objectives (by the end of the lesson learners will be able to….)	
• • • •	**English / maths / digital skills**

Time	Learning objectives	Teacher activity (what is the teacher doing?)	Learner activity (What is the learner doing **include any differentiation notes**)	Resources (What resources are needed)	Assessment (How will you check learning is taking place?

Appendix 3

Microteach tutor feedback.

Learner Name:	Observer name:
Date:	Number of learners:
Start time	End time
Aim of session	

Please make overall comments about the microteach below and link to assessment criteria for unit 2	
	Assessment criteria
Planning *aims & objectives, session preparation, session plan, subject competence, minimum core* **Session organisation** *stages/structure of the session, sequencing & pace,* **Teaching and learning strategies** *variety of learning & teaching strategies, differentiation planned,* **Resources** *teacher skills, range of resources, use and arrangement of learning environment, use of digital resources, differentiation planned*	

Communication and engagement
Rapport, communication, learning atmosphere, behaviour management

Assessment and feedback to learners
monitoring of learning, questioning, assessment tasks & activities, progress being made

Strengths from the microteach

Key areas for development

Date…………………………………………….
Tutor signature *……………………………*

Appendix 4

Self-evaluation / Reflection.

Record your own reflections on the session you delivered (700 words)

Consider what aspects of the session went well and what aspects of the session did not work so well and what you have learned from this?
Complete the following table drawing on evidence and theory.

Suggest any changes or improvements you might make to the planning and preparation of your session.
What progress did your learners make in the lesson? How do you know? (Give examples) Include analysis of the effectiveness of your communication in the session. **(AC 5.2)**
Evaluate and reflect on the teaching and learning methods and the resources you used and how they met all learners needs. **(AC 5.1, 5.3, 3.3)**
Review the appropriateness and validity of the assessment methods used. **(AC 6.2)**
What do you need to do to develop and improve your practice and why? Record your action points here. **(AC 8.1, 8.2)**

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
1	Understand roles, responsibilities and relationships in education and training	1.1	Analyse own role and responsibilities in education and training	□ Roles, e.g. teacher, trainer, coach, tutor, mentor, instructor, assessor. □ Responsibilities, e.g. enforcement of organisation policies and procedures, preparation and management of learning, supporting learning, assessment and record keeping, working with others, developing own practice.
		1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities	□ Legislation and regulations, e.g current government legislation, equality and diversity, health and safety, data protection, professional or vocational standards, awarding organisation requirements, organisation codes of practice.
		1.3	Analyse the relationships and boundaries between the teaching role and other professional roles	□ Personal boundaries, e.g. skills, confidence, experience, time, resources, empathy, other commitments. □ Professional boundaries, e.g. job description, team roles and responsibilities, management structures, lines of communication, student support and referral.

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Describe points of referral to meet the needs of learners	□ Organisation systems, e.g. tutorial support, administration, learning support, student services, websites, student representatives.
				□ External agencies, e.g. specialist support, government agencies, work-related provision, employers.
2	Be able to use initial and diagnostic assessment to agree individual learning goals with learners	2.1	Explain why it is important to identify and meet the individual needs of learners	□ Identify, e.g. to plan inclusive learning, understand motivation, create learner-centred process, individual needs.
				□ Meet: e.g. build on prior knowledge, engage, develop wider skills, motivating, identifying goals, specific needs, progression opportunities.
		2.2	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals	□ Agreeing goals, e.g. identifying prior achievements, build on current knowledge and skills, addressing knowledge or skills gap, ownership of learning, specific learning needs.
		2.3	Use methods of initial and diagnostic assessment to agree individual learning goals with learners	□ Initial and diagnostic, e.g. CV, interview, application form, learning or training needs analysis, basic skills testing; agreeing goals, e.g. negotiating targets and timescales, Action Planning, ILP.

Learning outcomes	Assessment criteria		Unit amplification
	2.4	Record learners' individual learning goals	☐ Recording, e.g. ILP/IEP, action plans, paper based or IT based, following institution procedures for recording information, student ownership, agreed timescale for review.
3 Be able to plan inclusive teaching and learning.	3.1	Devise a scheme of work in accordance with internal and external requirements	☐ Internal requirements, e.g. organisation procedures, timetabling, staffing, group size, resourcing, curriculum model. ☐ External requirements, e.g. awarding organisation or vocational standards, knowledge and skills content, assessment schedule, moderation and standardisation requirements.
	3.2	Design teaching and learning plans that respond to: • the individual goals and needs of all learners • curriculum requirements	☐ Individual needs, e.g. learning preferences, opportunities to practice skills, flexible, linked assessment, minimum core opportunities. ☐ Curriculum requirements, e.g. knowledge content, practical skills opportunities, level, wider skills, assessment requirements.

Learning outcomes	Assessment criteria		Unit amplification
	3.3	Explain how own planning meets the individual needs of learners	□ Planning, e.g. varied approaches, Kolb's Learning Cycle (activity, reflection, research, planning), Bloom's types of learning (knowledge, attitude, skill). □ Learner needs, e.g. learning preferences (e.g. VARK), flexible approaches, resources-based learning, fostering curiosity, encouraging independent learning, learner centred.
	3.4	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners	□ Adapting plans e.g, vary content, change activities or sequencing, vary learning approaches, alter timings, additional resources, negotiating to meet individual needs. □ Individualised, e.g. learning plans, blended learning to increase flexibility, learner presentations, focus on group or collaborative activities, peer teaching, active rather than didactic approaches

Learning outcomes	Assessment criteria		Unit amplification
	3.5	Identify opportunities for learners to provide feedback to inform inclusive practice	▫ Informal learner feedback, e.g. encourage informal in-session feedback, use of discussion, group feedback, identifying highlights at end of session.
			▫ Planned, e.g. formal session/ unit/ course reviews, use of feedback pro forma, informal feedback, individual learner reviews, election of learner representatives, learner contributions to team meetings.
4 Be able to create and maintain a safe, inclusive teaching and learning environment	4.1	Explain why it is important to promote appropriate behaviour and respect for others	▫ Establishing standards, e.g. policies and procedures, zero tolerance for bullying, valuing of individual, equality of opportunity, modelling of desired behaviours.
			▫ Student responsibility, e.g. student and group contracts, peer working, inclusion, discussion of issues, group ownership, preparation for work.
	4.2	Explain ways to promote equality and value diversity	▫ Tutor involvement, e.g. flexibility in approaches, providing additional resources, proactive in recognising additional support needs, community projects, working with others.
			▫ Learner involvement, e.g. engaging and empowering students, group work, peer working, peer assessment, community projects.

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Establish and sustain a safe, inclusive learning environment	□ Safe environment, e.g. meeting legal requirements, organisational policy, health and safety, risk assessment, maintenance of equipment, model best practice.
				□ Inclusive environment, e.g. negotiating group and individual behaviours, managing students, responsive to needs, prompt response to challenging behaviours, promoting student responsibility
5	Be able to deliver inclusive teaching and learning	5.1	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners	□ Appropriate to content, e.g. awarding organisation requirements, vocational standards, subject knowledge, opportunities for work-based learning, assessment opportunities.
				□ Appropriate to specialism, e.g. range of approaches appropriate to knowledge content, opportunities to practice skills, wider skills, group work, reinforcing understanding.
				□ Learner need, e.g. learner centred, engaging learners, range of learning styles, active learning, well structured and managed, achieving required goals, promoting learning.

Learning outcomes	Assessment criteria		Unit amplification
	5.2	Analyse benefits and limitations of communication methods and media used in own area of specialism	Verbal, e.g. didactic, tutor talk, presentation, open and closed questioning, discussion, listening, non verbal. Media, e.g. written materials, use of images, quality of materials, relevance to learning, impact, relevance, overhead transparencies. ICT, e.g. PowerPoint, VLE (virtual learning environment), audio and visual aids.
	5.3	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners	▫ Effectiveness, e.g. impact, stimulating and memorable, varying approaches to suit learning styles, hands-on, adaptability. ▫ Limit to effectiveness, e.g. availability, cost effectiveness, single or limited use, currency, overuse, appropriate to levels of language/literacy.

Learning outcomes	Assessment criteria		Unit amplification
	5.4	Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners	▫ Meeting needs, e.g. learner centred, varied, active engagement, teaching matched to knowledge content, use of powerpoint, individual research, specific to assessment, opportunities to practice skills, experimentation, workshops, groupwork. ▫ Resources, e.g. fit-for-purpose, stimulating, encouraging learner independence, offering alternative approaches, use of ICT, VLE to supporting independent learning, extension activities.
	5.5	Demonstrate ways to promote equality and value diversity in own teaching	▫ Equality and diversity, e.g. actively engaging all learners, empowering individuals, managing group and peer activities, proactive, addressing support needs, positive use of authority, action against discrimination, sharing positive perceptions, challenging stereotypes.

Learning outcomes	Assessment criteria		Unit amplification
	5.6	Adapt teaching and learning approaches and resources, including technologies to meet the individual needs of learners	▫ Approaches, e.g. varying teaching methods, use of different learning styles, altering pace of delivery, small or whole group activities, use of peer teaching, use of e-learning, visits, external speakers, supplementing auditory with visual and hands-on. ▫ Resources, e.g. changing background colour for presentations or handouts, altering font type or size, adding or removing images, electronic format, software package, online resources, use of flexible or blended learning.
	5.7	Communicate with learners and learning professionals to meet individual learning needs	▫ Learners, e.g. appropriate language and level, varied tone, pacing, two-way, responding to learners, involving learners, awareness of body language. ▫ Learning professionals, e.g. negotiate with colleagues on behalf of learners, specialist support providers, course/programme team, employer, work-placement providers, employment agencies, further or higher education providers specialist or training providers.

Learning outcomes	Assessment criteria	Unit amplification
6 Be able to assess learning in education and training	6.1 Explain the purposes and types of assessment used in education and training	□ Purposes, e.g. awarding body requirements, vocational standards, formative or summative, criterion or norm-referencing, initial diagnostic, setting goals, establish level of skill, sum of knowledge, demonstration of understanding, check-and-correct. □ Types, e.g. written examination, test, multiple choice, assignment, project, practical observation, portfolio, self-assessment, reflection, verbal, witness statement, professional discussion, e-assessment or e-portfolio.
	6.2 Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners	□ Effectiveness, e.g. flexibility of internally set and marked assessment, opportunities for check-and-correct, alternative technologies; standardised, e.g. between learners, across organisation, locally, nationally □ Individual needs, e.g. appropriate level and content, reflecting specific needs, alternative methods, negotiated, opportunities to practice assessment, appropriate timing and context, re-testing or resubmission, additional observations.

Learning outcomes	Assessment criteria		Unit amplification
	6.3	Use types and methods of assessment, including peer- and self-assessment to: • involve learners in assessment • meet the individual needs of learners • enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current and • meet internal and external assessment requirements	▫ Involvement, e.g. individual responsibility, ownership, sharing learning and assessment outcomes, reflection, peer or self assessment ▫ Individual, e.g. assessment for and with student not of student, check-and-correct, medal-and-mission, individual feedback, setting targets ▫ Valid, e.g. against objectives, meeting standards; reliable, e.g. appropriate criteria, rigorous, moderated; sufficient, e.g. amount, range, level; authentic, e.g. student ownership, supporting statements, attribution to source, repeatable; current, e.g. current standards, current evidence. ▫ Requirements, e.g. required content, appropriate criteria, current specifications, appropriate level, standardised.
	6.4	Use questioning and feedback to contribute to the assessment process	▫ Questioning, e.g. open and closed questions, checking understanding, encouraging questions, formal questioning, checking underpinning knowledge in skills assessment. ▫ Feedback, e.g. clear, constructive, appropriate environment and timing, specific to assessment requirements, feedback sandwich (praise, criticism, praise), 'medal and mission' rewards.

Learning outcomes	Assessment criteria		Unit amplification
	6.5	Record the outcomes of assessments to meet internal and external requirements.	▫ Internal, e.g. meet organisation requirements, appropriate context, internal verification of outcomes, address student needs. ▫ External, e.g. awarding organisation requirements, vocational standards, validated assessors, outcomes can be authenticated, auditable records.
	6.6	Communicate assessment information to other professionals with an interest in learner achievement.	▫ Assessment information, e.g. student achievement, support needs, programme performance, to inform quality assurance, to inform organisational and other statistics. ▫ Other professionals, e.g. colleagues or subject team, manager responsible for learning programmes, employers, inspection agencies, awarding bodies, other education or training providers.

Learning outcomes		Assessment criteria		Unit amplification
7	Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	7.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning	□ Teaching, e.g. discussion, individual or group presentations, project work, research, data. □ Literacy, e.g. reading, research, written work, project, test, report. □ Language, e.g. question and answer, pair work, group work, discussion, learner presentations, assessment. □ Numeracy, e.g. measurement, proportions, numbering, scale, calculation, presenting data. □ ICT, e.g. word or data processing, researching, presenting information, e-learning, use of intranet
		7.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning	□ Applying, e.g. opportunities for evidence, relevant, integrated, meaningful, linked to learner needs. □ Literacy, e.g. active board, research, handouts, instructions, manuals, written tasks, tests. □ Language, e.g. fit for audience, presentations, group work, discussion, questioning. □ Numeracy, e.g. measurement, calculation, use of data, gathering and analysing number evidence. □ ICT, e.g. fit-for-purpose, e-learning and e-assessment, presentation, research, blended learning.

Learning outcomes	Assessment criteria	Unit amplification
8 Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning	8.1 Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning taking account of the views of learners and others.	▫ Own review of planning, e.g. fit-for-purpose, time management, meeting goals, content coverage, skills opportunities, targeted. ▫ View of others on delivering, e.g. formal and informal feedback from learners, tutor or mentor observation feedback, learner satisfaction survey, inspection. ▫ Effectiveness in assessing, e.g. achieving goals, within timescales, assessment requirements, achievement data, value-added.
	8.2 Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning.	▫ Improving own practice in planning, e.g. mentor support, team working to support development, sharing planning models, internal verification at planning stage. ▫ Delivering, e.g. work shadowing, tutor support, team teaching, observation of experienced teacher, peer working, line manager support. ▫ Assessing, e.g. awarding organisation training or updating of curriculum requirements, updating technical knowledge and expertise, work placement, secondment.