

**Unit Title:** Teaching, Learning And Assessment In Education And Training  
**Unit Level:** Level 4  
**Unit Credit Value:** 20  
**GLH:** 65  
**LASER Unit Code:** WJB429  
**Ofqual Unit Code:** H/505/0912

This unit has 8 learning outcomes

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1.	Understand roles, responsibilities and relationships in education and training	1.1	Analyse own 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	Analyse the relationships and boundaries between the teaching role and other professional roles
		1.4	Describe points of referral to meet the needs of learners
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
		2.2	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals
		2.3	Use methods of initial and diagnostic assessment to agree individual learning goals with learners
		2.4	Record learners' individual learning goals
3.	Be able to plan inclusive teaching and learning	3.1	Devise a scheme of work in accordance with internal and external requirements
		3.2	Design teaching and learning plans which respond to: <ul style="list-style-type: none"> <li>• the individual goals and needs of all learners; and</li> <li>• curriculum requirements.</li> </ul>
		3.3	Explain how own planning meets the individual needs of learners
		3.4	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners
		3.5	Identify opportunities for learners to provide feedback to inform inclusive practice
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
		4.2	Explain ways to promote equality and

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			value diversity
		4.3	Establish and sustain a safe, inclusive learning environment
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
		5.2	Analyse benefits and limitations of communication methods and media used in own area of specialism
		5.3	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners
		5.4	Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
		5.5	Demonstrate ways to promote equality and value diversity in own teaching
		5.6	Adapt teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
		5.7	Communicate with learners and learning professionals to meet individual learning needs
6.	Be able to assess learning in education and training	6.1	Explain the purposes and types of assessment used in education and training
		6.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners
		6.3	Use types and methods of assessment, including peer and self-assessment, to: <ul style="list-style-type: none"> <li>• involve learners in assessment;</li> <li>• meet the individual needs of learners;</li> <li>• enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current; and</li> <li>• meet internal and external assessment requirements</li> </ul>
		6.4	Use questioning and feedback to contribute to the assessment process
		6.5	Record the outcomes of assessments to meet internal and external requirements

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		6.6	Communicate assessment information to other professionals with an interest in learner achievement
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
		7.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning
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
		8.2	Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning

**Assessment Guidance:**

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

There is a requirement 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 two assessed observations of practice that meet the required standard of practice.

**Additional Information:**

NA