

Unit 7

Principles of assessment in lifelong learning

Level 3, 3 credits

Aim

The purpose of this unit is to enable the learner to understand, in accordance with regulations permitting qualification of teachers at level 3, types and methods of assessment used in lifelong learning, ways to involve learners in the assessment process and the requirement to keep assessment records.

Learning outcome 1 The learner will: Understand types and methods of assessment used in lifelong learning
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| 1.1 Explain the types of assessment used in lifelong learning
1.2 Explain the use of methods of assessment in lifelong learning
1.3 Compare the strengths and limitations of assessment methods to meeting individual learner needs. |
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Learning outcome 2 The learner will: Understand ways to involve learners in the assessment process

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| 2.1 Explain ways to involve the learner in the assessment process
2.2 Explain the role of peer and self-assessment in the assessment process |
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Learning outcome 3 The learner will: Understand requirements for keeping records of assessment in lifelong learning
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| 3.1 Explain the need for keeping records of assessment of learning
3.2 Summarise the requirements for keeping records of assessment in an organisation |
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Evidence Requirements

1. Provide an account of assessment in lifelong learning. Your account must address all of the criteria for this unit with reference to principles and practice. You may use alternative ways of presenting some of your information eg a table could be an effective way of addressing assessment criterion 1.3. You must show evidence of reading, with clear references to sources
2. Provide a reflective journal entry about what you have learned in this unit.

Guidance

No word count is provided for this unit. Careful planning is recommended as a basis for concise evidence.

Unit 8

Roles, responsibilities and relationships in lifelong learning

Level 4, 3 credits

Aim

The purpose of this unit is to enable the learner to understand the role and responsibilities of a teacher in lifelong learning and the relationship between different professionals in lifelong learning. It includes responsibility for maintaining a safe and supportive learning environment for learners.

Learning outcome 1 The learner will:

Understand own role and responsibilities in lifelong learning

- 1.1 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
- 1.4 Analyse own responsibility for promoting equality and valuing diversity
- 1.5 Evaluate own role and responsibilities in lifelong learning
- 1.4 Review own role and responsibilities in identifying and meeting the needs of learners

Learning outcome 2 The learner will:

Understand how to create inclusive learning and teaching in lifelong learning

- 2.1 Analyse the boundaries between the teaching role and other professional roles
- 2.3 Review points of referral to meet the needs of learners
- 2.3 Evaluate own responsibilities in relation to other professionals

Learning outcome 3 - Understand own responsibility for maintaining a safe and supportive learning environment

- 3.1 Explain how to establish and maintain a safe and supportive learning environment
- 3.2 Explain how to promote appropriate behaviour and respect for others

Evidence Requirements

1. Provide a short introduction to roles, responsibilities and relationships in lifelong learning for new entrants to the profession. Your introduction must address all of the assessment criteria for this unit. You must include principles and/or theories that form a basis for teaching. There must be clear evidence of reading with appropriate referencing used
2. Make a reflective journal entry to address assessment criteria 1.3, 1.4 and 2.3

Guidance

No word count is provided for this unit. Careful planning is recommended as a basis for concise evidence.

Unit 9

Understanding inclusive learning and teaching in lifelong learning

Level 4, 3 credits

Aim

The purpose of the unit is to enable the learner to understand teaching and learning strategies and approaches in lifelong learning, and how to use these to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners

Learning outcome 1 The learner will:

Understand learning and teaching strategies in lifelong learning

- 1.1 Analyse learning and teaching strategies used in own specialism
- 1.6 Evaluate the effectiveness of approaches to learning and teaching in own specialist area in meeting needs of learners
- 1.7 Evaluate aspects of inclusive learning

Learning outcome 2 The learner will:

Understand how to create inclusive learning and teaching in lifelong learning

- 2.1 Analyse inclusive approaches to learning and teaching
- 2.4 Analyse how to select resources to meet the needs of learners
- 2.5 Explain how to create assessment opportunities that meet the needs of learners
- 2.4 Review how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills

Learning outcome 3 The learner will:

Understand how to create a motivating learning environment

- 3.1 Explain how to engage and motivate learners in an inclusive learning environment
- 3.2 Explain how to establish ground rules with learners to promote respect for others
- 3.3 Review ways to give constructive feedback to motivate learners

Evidence requirements

1. Examine the key factors influencing inclusive teaching and learning. You must address all of the assessment criteria for this unit
2. Produce a reflective journal entry about what you have learned through this unit, and how this has affected your approach to learning

Guidance

No word count is provided for this unit. Careful planning is recommended as a basis for concise evidence.

You will need to provide evidence of a planned approach to reading and research, appropriate referencing to sources. Your work must show links to principles, theories and professional values.

Unit 10

Using inclusive learning and teaching approaches in lifelong learning

Level 4, 3 credits

Aim The purpose of the unit is to enable the learner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.

Learning outcome 1 The learner will:

Be able to plan inclusive learning and teaching sessions

- 1.1 Plan a session for learning and teaching that meets the needs of learners
- 1.8 Justify the selection of approaches to meet the needs of learners
- 1.9 Evaluate aspects of inclusive learning

Learning outcome 2 The learner will:

Be able to deliver inclusive learning and teaching sessions

- 2.1 Demonstrate inclusive learning and teaching approaches to engage and motivate learners
- 2.2 Demonstrate the use of appropriate resources to support inclusive learning and teaching
- 2.3 Use assessment methods to support learning and teaching
- 2.4 Communicate with learners to meet their needs and aid their understanding
- 2.5 Provide constructive feedback to learners

Learning outcome 3 The learner will:

Be able to evaluate own practice in delivering inclusive learning and teaching

- 3.1 Review own approaches to delivering inclusive learning and teaching
- 3.2 Analyse how own inclusive learning and teaching practice can be improved to meet the needs of learners

Evidence requirements

1. A completed session plan for a 20 minute session. Your plan must identify resources and assessment
2. A justification of the approaches to learning and teaching taken. The session must involve learners, and be observed by a tutor from the PTLLS course team.
3. Use the feedback provided by the tutor, and your peers to reflect on your approaches to inclusive learning, and identify areas for improvement. Your reflection must include references to principles, theories and professional values. Please use the pro-formas provided.

Guidance

You must deliver a micro-teaching session of a minimum of 15 minute, and observe others delivering.

This is a short time, so do not try to create too much content for delivery. Also, focus clearly on the needs of your learners and how they will learn, rather than on what you want to say. Your session must include some assessment. When teaching it is important to keep to time