This unit has 7 learning outcomes

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1. Be able to investigate practice in own area of specialism | 1.1. Analyse the application of pedagogical principles in own area of specialism  
1.2. Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism |
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<td>The learner will:</td>
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<tr>
<td>2. Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning</td>
<td>2.1. Use initial and diagnostic assessments to agree learners’ individual goals and learning preferences</td>
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<td></td>
<td>2.2. Devise a scheme of work taking account of:</td>
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<td></td>
<td>- the needs of learners;</td>
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<td></td>
<td>- the delivery model; and</td>
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<td></td>
<td>- internal and external requirements</td>
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<td>2.3. Design teaching and learning plans which take account of:</td>
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<td>- the individual goals, needs and learning preferences of all learners;</td>
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<td></td>
<td>- and curriculum requirements</td>
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<td></td>
<td>2.4. Identify opportunities for learners and others to provide feedback to inform inclusive practice</td>
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<tr>
<td></td>
<td>2.5. Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment</td>
</tr>
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</table>
**Unit Title:** Developing Teaching, Learning and Assessment in Education and Training  
**Unit Level:** Five  
**Unit Credit Value:** 20  
**GLH:** 65  
**AIM Awards Unit Code:** GB1/5/EA/023  
**Unique Reference Number:** R/505/0923

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| 3. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment | 3.1. Analyse theories of behaviour management  
3.2. Establish and sustain a safe, inclusive learning environment  
3.3. Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management |
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<tr>
<td>4. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning</td>
<td>4.1. Design resources that:</td>
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<tr>
<td></td>
<td>* actively promote equality and value diversity; and</td>
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<td></td>
<td>* meet the identified needs of specific learners</td>
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<td></td>
<td>4.2. Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners</td>
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<td></td>
<td>4.3. Demonstrate ways to promote equality and value diversity in own teaching</td>
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<td></td>
<td>4.4. Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression</td>
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<tr>
<td></td>
<td>4.5. Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication</td>
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| 5. Be able to apply theories, models and principles of assessment to assessing learning in education and training | 5.1. Design assessments that meet the individual needs of learners  
5.2. Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements  
5.3. Demonstrate the use of assessment data in:  
  - monitoring learners’ achievement, attainment and progress;  
  - setting learners’ targets;  
  - planning subsequent sessions; and  
  - recording the outcomes of assessment  
5.4. Communicate assessment information to other professionals with an interest in learner achievement  
5.5. Explain how own assessment practice has taken account of theories, models and principles of assessment |
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<td>6. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning</td>
<td>6.1. Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning</td>
</tr>
<tr>
<td></td>
<td>6.2. Apply minimum core elements in planning, delivering and assessing inclusive teaching and learn</td>
</tr>
<tr>
<td>7. Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning</td>
<td>7.1. Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning</td>
</tr>
<tr>
<td></td>
<td>7.2. Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning</td>
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ASSESSMENT INFORMATION
Specific Requirements for Assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION
This unit would normally be assessed through completion of the AIM Awards Level 5 Diploma in Education and Training Portfolio. Centre-devised assessment tasks are permitted, provided they are approved by AIM Awards before commencement of delivery.

Unit Summary
The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning. It involves applying theories of behaviour management in creating and maintaining an inclusive learning environment and applying theories and models of reflection to evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.

Assessment Requirements/Recommendations
- The units of assessment for the Diploma were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training
- Each assessment criterion needs to be evidenced once only at the appropriate level, although it is envisaged that some will be evidenced many times over the course
- The recommended assessment for this unit is the AIM Awards Level 5 Diploma in Education and Training Portfolio, which is mapped against the assessment criteria
- 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
The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice.

Trainee teachers must have evidence of a minimum of eight assessed observations of practice totalling a minimum of eight hours to achieve this unit and the unit *Teaching, learning and assessment in education and training*. To be eligible for the award of credit for any one of these units, 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.

There is no transfer of practice, or of observed and assessed practice, from previously achieved teaching or training qualifications.

The unit *Theories, principles and models in education and training* (Level 5) is a prerequisite for this unit.

**Indicative Content**

- Pedagogical principles applicable to subject specialism(s).
- Identifying learners’ needs: initial and diagnostic assessment: e.g. assessment tools and methodologies, questioning techniques, ways of collecting and recording information on individual learning needs and aims; negotiation.
- Planning learning: schemes of work, lesson plans; aims and outcomes, curriculum requirements, methods of assessment, resources, strategies for differentiation, functional skills integration.
- Learning and teaching strategies: e.g. the range of learning activities and resources available to promote learning: small group, pairs, role play, presentations, demonstrations, instruction, coaching etc.
- Learning environment: e.g. e.g. health and safety, ground rules- trust, support, respect, confidentiality, promoting learner participation, challenging inappropriate behaviour, layout of room, physical and psychological comfort; equality and diversity issues etc.
- Behaviour management.
- Communication: e.g. types of communication: verbal, non-verbal, facial expressions, body language, cultural differences, active listening, how to avoid bias; clarity of information and expression, listening and responding to learners, questioning techniques, managing discussion etc.
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- Technology: e.g. IWB, range of audio-visual aids, ICT, internet, intranet, new and emerging technologies e.g. podcasting, voting pads etc.
- Key concepts and purposes of assessment, e.g., diagnostic, formative, summative, comparative, ipsative, norm- and criterion-referenced assessment, reliability and validity, self and peer assessment, setting standards, recognising achievement, motivation, evaluation of teaching and learning.
- Types of assessment instrument and range of assessment methods, e.g. oral and written questions, projects, simulations, witness statements, learning journals, portfolios, observation, essays, coursework, examinations, multiple choice questions etc.
- Applications of formal and informal assessment and their roles in learning and evaluation e.g. self-assessment, question and answer, discussion, paper based tasks, practical tasks.
- Strengths, limitations and constraints of types and methods of assessment in relation to individual and group learning needs.
- Systems and procedures for recording assessment information: e.g. internal and external requirements, flow of information, learner involvement, confidentiality.
- Equality and diversity issues for the assessment of learning e.g. reasonable adjustments.
- Feedback: e.g. nature of constructive feedback (focussing on specifics, product, not person etc), effective feedback (identification of strengths/areas for development), role of feedback in promoting learner progress and achievement.
- Demonstrating and developing own English, maths and ICT in line with minimum core requirements; minimum core integration into specialist area.
- Reflection and evaluation: e.g. role, methods and content of evaluations, the importance of feedback to improve own learning and performance.

**Recommended Reading**


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Delivery Requirements/Recommendations
- Appropriate physical resources will be required to deliver and assess this unit.
- See full specification for the requirements for those delivering units and/or observing and assessing practice.
Developing Teaching, Learning and Assessment in Education and Training

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Owner: LSIS

Unit Grading Structure: PASS

Sector Subject Areas (SSA): 13.1 Teaching and lecturing

Unit Review Date (dd/mm/yyyy): 31/05/2017

Availability for Use: Shared

Restricted organisations: N/A

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.
The unit Theories, principles and models in education and training (Level 5) is a prerequisite for this unit.

Equivalences: N/A