



# Unit 1 - Developing Teaching, Learning and Assessment in Education and Training

## Learning Outcomes Checklist

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### **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

### **2. Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning:**

- 2.1 Use initial and diagnostic assessments to agree learners' individual goals and learning preferences
- 2.2 Devise a scheme of work taking account of:
  - the needs of learners;
  - the delivery model; and
  - internal and external requirements
- 2.3 Design teaching and learning plans which take account of:
  - the individual goals, needs and learning preferences of all learners; and
  - curriculum requirements
- 2.4 Identify opportunities for learners and others to provide feedback to inform inclusive practice
- 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

### **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

#### **4. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning**

- 4.1 Design resources that:
  - actively promote equality and value diversity; and
  - meet the identified needs of specific learners
- 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
- 4.3 Demonstrate ways to promote equality and value diversity in own teaching
- 4.4 Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression
- 4.5 Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication

#### **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, 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



**6. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning**

- 6.1 Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
- 6.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning

**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**

- 7.1 Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning
- 7.2 Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning